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RANDOLPH-MACON

Colleges and Academies

1893-'94.

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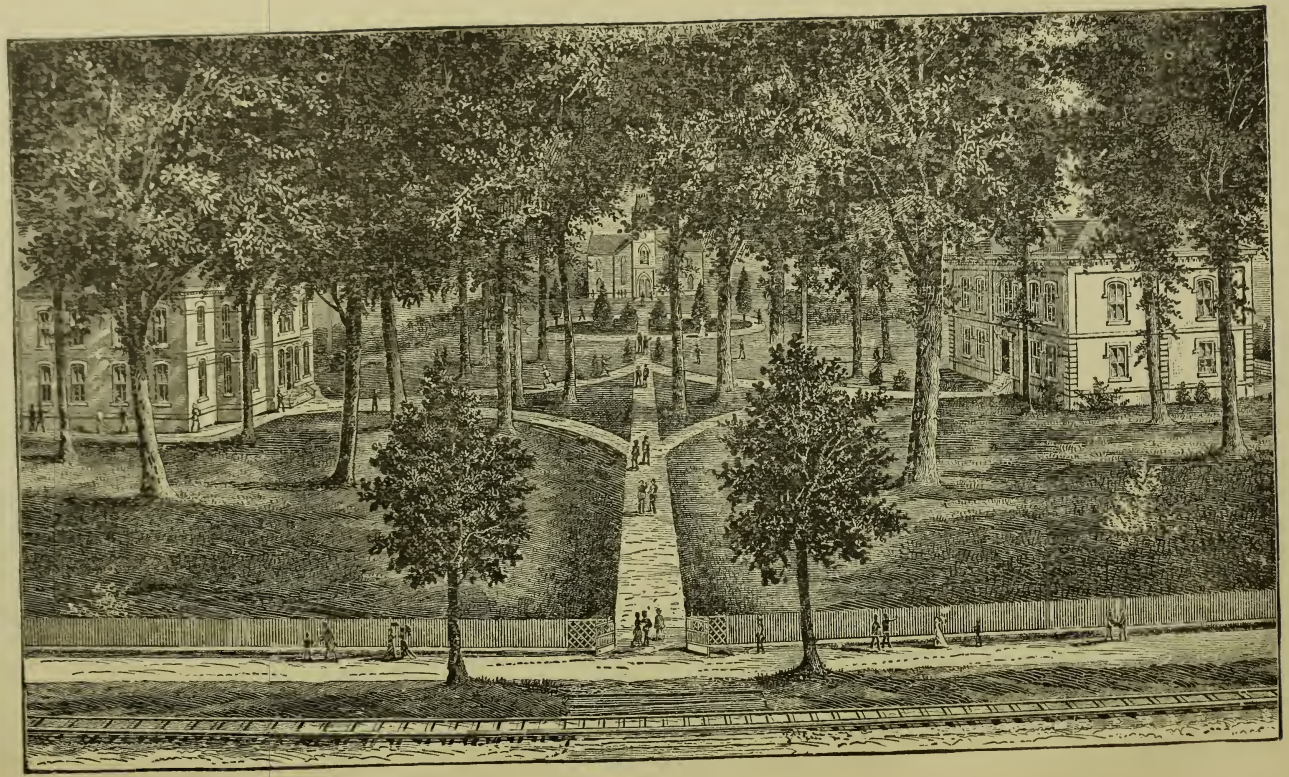


CATALOGUE.

Randolph-Macon College

COLLEGE YEAR 1893-1894.

CHARTERED FEBRUARY 3, 1830.

OPENED FOR STUDENTS JANUARY 1, 1832.

PRESS OF J. W. FERGUSSON & SON,
RICHMOND, VA.

Board of Trustees.

PRESIDENT—BISHOP A. W. WILSON, D. D.
FIRST VICE-PRESIDENT—REV. R. N. SLEDD, D. D.
SECOND VICE-PRESIDENT—REV. SAMUEL RODGERS, D. D.
RECORDING SECRETARY—REV. PAUL WHITEHEAD, D. D.

		ELECTED.
RICHARD IRBY	Ashland, Va	1854
*WILLIAM T. SUTHERLIN	Danville, Va	1860
BISHOP JOHN C. GRANBERY	Ashland, Va	1865
WILLIAM T. CHANDLER	Atlanta, Ga	1868
REV. ALEX. G. BROWN, D. D	Ashland, Va	1871
BISHOP ALPHEUS W. WILSON	Baltimore, Md	1871
REV. WILLIAM W. WALKER	Oldham's Cross Roads, Va	1871
REV. SAMUEL RODGERS, D. D	Baltimore, Md	1874
REV. WILLIAM H. CHRISTIAN	Martinsville, Va	1874
JESSE B. WILSON	Washington, D. C	1874
REV. PAUL WHITEHEAD, D. D	Richmond, Va	1875
JAMES B. PACE	Richmond, Va	1876
*REV. P. A. PETERSON, D. D	Richmond, Va	1877
REV. R. N. SLEDD, D. D	Richmond, Va	1877
LEROY S. EDWARDS	Richmond, Va	1877
RICHARD B. DAVIS	Petersburg, Va	1877
REV. JOHN J. LAFFERTY, D. L	Crozet, Va	1879
REV. P. H. WHISNER, D. D	Buena Vista, Va	1879
LOUIS L. MARKS	Petersburg, Va	1880
REV. J. S. HUTCHINSON	Baltimore, Md	1882
REV. S. K. COX, D. D	Front Royal, Va	1882
REV. W. E. JUDKINS, D. D	Charlottesville, Va	1883
REV. WM. K. BOYLE, D. D	Hyattsville, Md	1883
JOHN P. BRANCH	Richmond, Va	1883
C. V. WINFREE	Lynchburg, Va	1883

*Deceased.

		ELECTED.
Wilbur J. Kilby	Suffolk, Va	1883
J. H. H. Figgatt	Fincastle, Va	1884
E. S. Conrad	Harrisonburg, Va	1885
P. V. D. Conway	Fredericksburg, Va	1886
Rev. J. Lester Shipley	Warrenton, Va	1887
Rev. Richard Ferguson	Amelia Courthouse, Va	1887
E. B. Prettyman	Baltimore, Md	1887
Rev. S. S. Lambeth, D. D	Churchland, Va	1888
Rev. J. D. Hank	Belle Roi, Va	1888
J. P. Pettyjohn	Lynchburg, Va	1888
A. S. Buford	Richmond, Va	1888
F. M. Whitehurst	Norfolk, Va	1888
E. D. Newman	Woodstock, Va	1888
Rev. J. P. Garland, D. D	Lynchburg, Va	1891
F. H. Chalmers	Salem, Va	1891
Rev. B. F. Lipscomb	Danville, Va	1892
Rev. J. W. Duffey	Baltimore, Md	1892
G. R. Hill	Alexandria, Va	1892
E. E. Jackson	Salisbury, Md	1892

OFFICERS OF THE SOCIETY OF ALUMNI.

Rev. B. F. Lipscomb	Danville, Va	*President.*
Leroy S. Edwards	Richmond, Va	*First Vice-President.*
Rev. Ernest Stevens	Lynchburg, Va	*Second Vice-President.*
Prof. W. A. Shepard	R.-M. College	*Cor. Sec. and Treasurer.*
Prof. R. B. Smithey	R.-M. College	*Recording Secretary.*

Orator for June, 1894, Leroy L. Smith, Esq., Gatesville, N. C.

65299

FACULTY.

COLLEGE.

WILLIAM W. SMITH, A. M., LL. D.,
President.

JOHN A. KERN, D. D.,
Vice-President.

WILLIAM A. SHEPARD, A. M., PH. B.,
Professor Chemistry and Geology.

ROBERT EMORY BLACKWELL, A. M.,
Professor of English and French.

ROYALL BASCOM SMITHEY, A. M.,
Professor of Pure and Applied Mathematics.

RICHARD M. SMITH, M. A., PH. D.,
Professor of Greek, Hebrew and German.

JOHN A. KERN, D. D.,
Professor of Moral Philosophy and Biblical Literature.

*JOHN L. BUCHANAN, A. M., LL. D.,
Professor of Latin.

BISHOP J. C. GRANBERY, A. M., D. D.,
Lecturer on Homiletics and Pastoral Theology.

ARTHUR C. WIGHTMAN, M. A., PH. D.,
Adjunct Professor of Biology and Physics.

THACKER EMORY CRENSHAW, A. M.,
Assistant Professor of Latin.

J. E. WAMSLEY,
Instructor in English and Greek.

* Resigned—Successor to be elected June, 1894.

F. G. H. NEWBILL,
Instructor in Mathematics

R. W. BUCHANAN,
Instructor in French.

Dr. T. D. MERRICK,
Director of the Department of Physical Culture.

A. G. BROWN, Jr.,
Assistant in Physical Culture.

OFFICERS.

RICHARD IRBY,
Secretary and Treasurer.

D. S. ELLIS, M. D.,
College Physician.

Rev. W. T. GREEN,
Chaplain.

PREPARATORY DEPARTMENT.

BEDFORD ACADEMY.

OFFICERS AND TEACHERS.

W. W. SMITH, A. M., LL. D.,
President ex-officio.

PRINCIPALS:
A. M. HUGHLETT, A. M.
E. SUMPTER SMITH (Grad. Univ. Va.)

INSTRUCTORS:
CHARLES D. RAGLAND, A. M.
JAMES C. DOLLY, A. B.
B. C. NETTLES, A. B.
G. W. RUSSELL, A. M.

DIRECTOR OF PHYSICAL CULTURE:
C. D. RAGLAND, A. M.

PHYSICIAN:
R. G. O'HARA, M. D.

MATRON:
MRS. M. A. LUCKETT.

CATERER and BOOK-KEEPER.
J. GORDON SMITH.

FRONT ROYAL ACADEMY.

OFFICERS AND TEACHERS.

WM. W. SMITH, A. M., LL. D.,
President ex-officio.

PRINCIPAL:
REV. B. W. BOND, D. D.

INSTRUCTORS:

C. L. MELTON, A. M.

HALL CANTER, A. B.

J. F. BLACKWELL, A. B.

H. H. SHERMAN, PH. B., A. M.

E. S. BLACKWELL,
(Graduate of R.-M. C., and Univ. of Va.)

MISS VIRGINIA MASSIE,
(Prof. Eli R. Lamb's School, Baltimore, Md.)

MRS. M. R. M. SIMPSON,
(Decorative Art Institute, Baltimore, Md.)

MATRON:
MRS. R. F. STRINGER.

PHYSICIAN:
M. L. GARRISON, M. D.

CATALOGUE OF STUDENTS,

WITH NUMBER OF SESSIONS ATTENDED,

1893-'94.

RANDOLPH-MACON COLLEGE.

Allen, John Stephen	Spring Garden, Virginia	2
Anderson, Walter Sewall	Academy, West Virginia	1
Armentrout, Charles Edward	Melrose, Virginia	2
Askew, Edward Stephenson	Windsor, North Carolina	1
Baggarly, Carroll M.	Washington, Virginia	2
Barnes, Jennings L	Ashland, Virginia	1
Barnes, Lyndon W	Ashland, Virginia	3
Battin, Samuel Jackson	Norfolk, Virginia	4
Beckham, Benjamin Moore	Hanover, Virginia	
Best, William Hinkle	Frederick, Maryland	1
Blanchard, William Martin	Hertford, North Carolina	3
Blincoe, Olin	Ashland, Virginia	2
Blincoe, Paul	Ashland, Virginia	4
Bloxton, Floyd Emmett	Reedy Spring, Virginia	3
Booth, Benjamin Saunders	Petersburg, Virginia	1
Booth, Decatur Maynard	Petersburg, Virginia	1
Boyd, Stephen Decatur	Leesburg, Virginia	1
Boyle, Eldridge Roger	Hyattsville, Maryland	2
Boyle, William Veitch	Hyattsville, Maryland	2
Brown, Alexander Gustavus, Jr.	Ashland, Virginia	5
Brown, William Scott	Ashland, Virginia	5
Buchanan, John Lee, Jr.	Ashland, Virginia	5
Buchanan, Raymond Wiley	Ashland, Virginia	5
Burruss, Frank	Penola, Virginia	3
Canter, Harry Marvin	Washington, District of Columbia	4
Cardwell, Charles Patteson	Hanover Courthouse, Virginia	2
Carter, Henry	Ashland, Virginia	2
Carter, Samuel Redd	Ashland, Virginia	1
Christian, Henry Asbury	Lynchburg, Virginia	2
Clayton, John Kerr	Lawrenceville, Virginia	1
Clements, Patrick Henry	Willow, Virginia	1
Colonna, William Briggs	Hickory, Virginia	1
Cooper, Henry O'B	Culpeper, Virginia	1

Cooper, J. Robert	Culpeper, Virginia.	1
Crawley, Charles Coleman	Adriance, Virginia	2
Dahl, Edwin Peabody	Petersburg, Virginia.	4
Danne, William Scott	Trevilians, Virginia	1
Dice, Charles Samuel	Upperville, Virginia.	1
Dick, Charles Coleman	Opelika, Alabama	1
Dickerson, W. Woody	Lynchburg, Virginia	2
Drewry, Patrick Henry	Petersburg, Virginia.	2
Eakin, Byron Wallace	Blacksburg, Virginia	2
Early, L. Hunter	Munford, Virginia.	1
Eason, Camillus Franklin	Hickory, Virginia	4
Edwards, Evan Alexis	Westminister, Maryland.	4
Edwards, William Emory	Danville, Virginia.	2
Eure, John Walter	Gatesville, North Carolina.	5
Eutsler, Robert L.	Mt. Meridian, Virginia.	2
Evans, Charles Graham	Manteo, North Carolina	5
Ferguson, Richard, Jr.	Amelia Courthouse, Virginia	5
Fletcher, Albert, Jr.	Warrenton, Virginia	3
Fletcher, Howard	Warrenton, Virginia.	2
Garnett, Leslie Coombs	Mathews Courthouse, Virginia	1
Granbery, John Cooper, Jr.	Ashland, Virginia.	4
Granbery, Winston Henry	Ashland, Virginia	4
Gravely, James Lewis	Danville, Virginia	1
Hammond, Rosser Mead	Lewisburg, West Virginia	1
Hank, Josiah Dickinson, Jr.	Belle Roi, Virginia	3
Hatcher, Samuel Claibourne	Richmond, Virginia	3
Haynes, William Thomas Adams	Galveston, Virginia	5
Hill, Daniel Spence	Baltimore, Maryland	1
Hill, Frank Raymond	Academy, West Virginia	1
Hilbert, Fred William	Baltimore, Maryland	4
Holland, Joseph H	Franklin, Virginia	2
Hosier, John David	Hampton, Virginia	1
Howard, Arthur Jakeman	Norfolk, Virginia	1
Howison, Robert Cooke	Ashland, Virginia.	5
Hunt, Frank Hamilton	Richmond, Virginia	3
Isaacs, William Bryan	Ashland, Virginia	1
Jackson, Hugh William	Salisbury, Maryland.	1
Jones, Charles Pinckney, Jr.	Monterey, Virginia	1
Jones, George Wesley	Crittendens, Virginia	3
Jones, Thomas Madison	Palo Alto, Virginia	3
Jordan, Edward McConnell	Ashland, Virginia	2
Jordan, James Wood	Ashland, Virginia	2
Kern, Harry Rogers	Winchester, Virginia	1
Kerr, Henry Drewry	Staunton, Virginia	1
Kilby, Bradford	Suffolk, Virginia	1
Kilby, Clinton Maury	Suffolk, Virginia	2
Langley, Joseph Deming	Norfolk, Virginia	3

Leigh, Richard Eugene	Columbus, Mississippi	2
Lillaston, John William	Gloucester Point, Virginia	2
Litchfield, George Victor, Jr.	Abingdon, Virginia	1
McCartney, John Elliott	Richmond, Virginia	3
McDonald, William Bartholow	Aberdeen, Maryland	3
Marks, Richard Harrison	Garysville, Virginia	2
Merritt, Daniel Tatem	Norfolk, Virginia	5
Montgomery, Benjamin Franklin	Stephens City, Virginia	4
Mullen, James	Petersburg, Virginia	1
Newbill, Frank Guy	Irvington, Virginia	4
Ogg, Merry Andrew	Meltons, Virginia	1
Pace, William C	Richmond, Virginia	1
Payne, William Edward, Jr.	Bowling Green, Virginia	3
Peck, Albert Bereton	Covington, Virginia	1
Peerman, Ernest Leslie	Rustburg, Virginia	2
Poindexter, John S.	Forest Depot, Virginia	1
Pollard, Walter Byrd	Norfolk, Virginia	2
Porter, James Temple	New Market, Virginia	3
Rector, George Virgil	Woodville, Virginia	2
Reed, Dexter William	Clifford, Virginia	2
Robertson, John Henry	Lynchburg, Virginia	2
Shreve, Richard Southern	Dunn Loving, Virginia	2
Sledd, Andrew	Richmond, Virginia	3
Smith, Edwin Percy	Bethel Academy, Virginia	1
Smith, George Edward Booker	Cumberland Courthouse, Virginia	2
Smith, Hampden Harrison	Cambridge, Maryland	1
Smith, Joseph Edwin	Oceana, Virginia	1
Smithey, Marvin Edward	Chase City, Virginia	1
Spurrier, William Bruner	Poolesville, Maryland	1
Switzer, Boyd Valentine	Mt. Crawford, Virginia	1
Sydenstricker, Hubert	Academy, West Virginia	1
Talbott, D. Russell	Chaneyville, Maryland	2
Terrell, John Lawrence	Fort Worth, Texas	3
Tucker, John Richard	Lowesville, Virginia	1
Turner, Stephen Henley	Petersburg, Virginia	3
Tyler, Frank Ames	Romney, West Virginia	2
Tyler, George Thomas, Jr.	Romney, West Virginia	2
Wamsley, James Elliott	Heathsville, Virginia	5
Watts, Charles Wesley	Rustburg, Virginia	3
Watts, Stephen Hurt	Lynchburg, Virginia	1
Whisner, Allan H.	Waterford, Virginia	3
White, John Edward	Grafton, Virginia	1
Whitehead, Robert Cabell	Ashland, Virginia	1
Williams, Patrick Henry	Camden, North Carolina	2
Winfree, Walter Russell	Lynchburg, Virginia	1
Wolff, Eldridge Eakin	Winchester, Virginia	1
Wood, James Harvey, Jr.	Bristol, Virginia	1

Woodard, Jeff. Davis.....Branchville, Virginia..... 2
Woodward, Joseph Samuel.....Branchville, Virginia..... 2
Woolf, Ernest Lee.....Rectortown, Virginia..... 3
Wright, Ernest Linwood.....Churchland, Virginia..... 3

CANDIDATES FOR DEGREES.

Armstrong, Edward Cooke.....Baltimore, Maryland
Arnold, Benjamin William.....Bufordsville, Virginia
Hughlett, Aretas M.....Bedford City, Virginia
Smithwick, William Robert.....Sans Souci, North Carolina

Matriculates 131
Post-Graduates..... 4

Total..... 135

CLASSIFICATION.

BY STUDIES.

Latin	85	Moral Philosophy	27
Greek	61	Biblical Literature	25
Mathematics	91	French	15
Applied Mathematics	11	German	19
Physics	25	English	88
Chemistry	35	Elocution	21
Biology	24	Physical Culture	86
Political Economy	23	Hebrew	3

Bedford Academy.

Allen, Brown M.....Virginia.
Anthony, Bernard.....Virginia.
Ball, Ephraim.....Virginia.
Beckley, Stuart H.....Virginia.
Blanford, Randolph.....Virginia.
Brown, H. Eugene.....Virginia.
Burks, Martin P. Jr.....Virginia.
Burks, Edward H.....Virginia.
Bush, Harry.....Virginia.
Campbell, Nathaniel Henry.....Virginia.
Carter, Rollin.....Virginia.
Chalmers, Howard H.....Virginia.
Coffee, Russell A.....Virginia.
Coffee, Bassett.....Virginia.
Danne, Charles.....Virginia.
Davis, Joseph S. S.....Virginia.
DeShazo, J. Newton.....Virginia.
Dolly, David Hough.....Maryland.

Doughty, J. B.....Virginia.
Downing, E. A.....Virginia.
Dunton, Henry.....Virginia.
Dunton, Devereux.....Virginia.
Felix, Joseph D.....Virginia.
Fitzpatrick, F. Burk.....Virginia.
Fletcher, Hugh.....Virginia.
Ford, William A., Jr.....Virginia.
Fowlkes, William.....Virginia.
Franklin, A. L.....Virginia.
French, Chapman J.....Virginia.
French, William Augustus, Jr.....Virginia.
Freeman, W. Stanley.....Virginia.
Garland, R. C.....Virginia.
Garrison, W. A.....Virginia.
Gates, Benjamin.....Virginia.
Gregory, Henry.....Virginia.
Gregory, Frank.....Virginia.
Griffin, Malcolm.....Virginia.
Godwin, Pierce.....Virginia.
Haden, L. A.....Virginia.
Hatcher, Richelieu.....Virginia.
Hawkins, J. Hamner.....Virginia.
Hawkins, Houston H.....Virginia.
Holt, Wm. G.....Virginia.
Hopkins, J. F.....Virginia.
Hunt, Herman.....Virginia.
Hunt, Washington, Jr.....Virginia.
Hurtt, Chas. D.....Virginia.
Hyslup, James E.....Virginia.
Johnston, Joseph E.....Virginia.
Jones, Benjamin L.....Virginia.
Jones, Bruce L.....Virginia.
Jones, M. Gordon.....Virginia.
Judd, John W.....Virginia.
Kelley, Charles G.....Virginia.
Knobeloch, John.....South Carolina.
Knobeloch, Joseph.....South Carolina.
Lipscomb, John B.....Virginia.
Luck, William E.....Virginia.
Matthews, Albert Clinton.....Virginia.
McCulloch, J. E.....Virginia.
McCurtain, George.....Indian Territory.
McGhee, Benjamin R.....Virginia.
McGhee, W. B.....Virginia.
McGill, Alexander.....Virginia.
McGill, John D.....Virginia.

McSparran, Francis B.....Virginia.
Meadows, J. T.....Virginia.
Miles, W. Jay.....Virginia.
Moore, Lloyd C.....Virginia.
Mosby, Hal. B.....Virginia.
Murphy, W. L.....Virginia.
Nase, Robert Lee.....Virginia.
Newbern, J. R .....North Carolina.
Newman, P. D.....Virginia.
Nussbaum, Herman.....Texas.
O'Hara, James.....Virginia.
Owens, J. Herbert.....Maryland.
Parr, D. Preston, Jr.....Virginia.
Peebles, William S.....Virginia.
Peters, J. Marvin.....Virginia.
Phillips, William T.....Indian Territory.
Phillips, Charles.....Indian Territory.
Plunkett, George W.....Virginia.
Ramsey, Winbern.....Virginia.
Ramsey, Oscar L.....Virginia.
Rhodes, Robert J.....Virginia.
Richardson, Clarence B.....Virginia.
Roberts, Joseph H.....Virginia.
Rohde, Henry.....South Carolina.
Rowe, J. N.....Virginia.
Royall, W. Wayt.....Virginia.
Saunders, Fleming.....Virginia.
Saunders, O. E.....Texas.
Shearer, L. Cabe.....Virginia.
Shepperd, Hambleton, Jr.....Virginia.
Skelding, Edward J. .....Virginia.
Skelding, Arthur H.....Virginia.
Smith, John Henry H.....Virginia.
Smith, T. Garnett.....Virginia.
Snead, W. Carl.....Virginia.
St. Clair, Wade.....Virginia.
Sturgis, William J.....Virginia.
Tankard, Philip W.....Virginia.
Thomas, J. Lewis.....Virginia.
Thomas, Cabell W.....Virginia.
Thomas, Hiram.....Virginia.
Thomson, A. Nevette.....West Virginia.
Townsend, William.....Indian Territory.
Traynham, Benjamin L.....Virginia.
Trotman, Percy.....Virginia.
Vickers, J. C.....Maryland.
Walker, J. Thomas.....Virginia.

Ward, W. P.....Virginia.
White, Jeb. S.....Virginia.
Whitehead, J. Lynn.....Virginia.
Williams, Harry L.....Virginia.
Williamson, W. H.....Virginia.
Winston, Joseph W.....Virginia.
Woodhouse, Geo. L.....Virginia.

Number of students in forms:

First form	7
Second form	34
Third form	47
Fourth form	22
Fifth form	9
Total	119

FRONT ROYAL ACADEMY.

Allen, Joseph B.....Tennessee.
Ayre, Thomas B.....Virginia.
Amiss, Henry T.....Virginia.
Ash, Lynn.....Virginia.
Burruss, Harry W.....Maryland.
Bradford, George L.....Virginia.
Buch, George C.....Virginia.
Bell, John E.....West Virginia.
Billingsley, James C.....Virginia.
Bond, Beverly W.....Virginia.
Bond, Frank M.....Virginia.
Boyd, Walter E.....Virginia.
Blackwell, Robert E.....Virginia.
Bangs, Gale C. W.....District of Columbia.
Conrad, Charles E.....Virginia.
Cook, Giles B.....Virginia.
Campbell, Horace.....Virginia.
Carskadon, Edward B.....West Virginia.
Chadwick, Floyd F.....West Virginia.
Crosby, Charles J.....District of Columbia.
Clements, Merrick.....Maryland.
Coiner, Emmet G.....Virginia.
Carpenter, Walter R.....Maryland.
Clarke, George W.....Virginia.
Cannon, Charles H.....Maryland.
Casteel, Nathan H.....Maryland.

Donohoe, Stephen R. Jr.....Virginia.
Downing, Bedford M.....Virginia.
Driver, George W.....District of Columbia.
Driver, William.....District of Columbia.
Disosway, Wilbur F.....New York.
Darby, Albert W.....Maryland.
Dulin, John.....Virginia.
Donnally, Charles W .....District of Columbia.
Finley, Charles D.....District of Columbia.
Fletcher, William C.....Virginia.
Forsyth, Charles W.....Virginia.
Gaither, George W.....Virginia.
Gibson, John R.....Virginia.
Griffin, Daniel W.....Virginia.
Garmong, Ordie E.....Virginia.
Grobaker, Arthur.....Maryland.
Gamble, Harry L.....West Virginia.
Grove, John W.....Virginia.
Hess, Aubrey F.....Virginia.
Hevener, William.....Virginia.
Hering, Edwin A.....Virginia.
Henry, William E.....Maryland.
Hall, James E.....West Virginia.
Hurlock, Wilbur W.....Maryland.
Hutchinson, Edward W.....Maryland.
Hollingsworth, Jesse.....Maryland.
Hulfish, William W.....Virginia.
Jarrell, William F.....Maryland.
Johnson, Albanus T. S.....District of Columbia.
Johnson, Alward L.....District of Columbia.
Kirby, Ernest C.....Virginia.
Koontz, Milton S.....Virginia.
Kinzer, Garland S.....Virginia.
Keys, Thomas P.....West Virginia.
Lough, James V.....West Virginia.
Lough, Robert J.....West Virginia.
Lyons, Philip D.....Maryland.
Macatee, Charles A., Jr.....Virginia.
Macatee, Harry.....Virginia.
Melville, Charles B.....Virginia.
Menefee, Carroll.....Virginia.
Murrill, Howard A.....Virginia.
Nesbitt, Edgar D.....Virginia.
Norris, William E.....Virginia.
Payne, Frank D.....Virginia.
Payne, Frank L., Jr.....Virginia.
Piggott, John B.....Virginia.

Pollard, William T.....Virginia.
Phinney, Nelson.....Maryland.
Reading, William M.....Maryland.
Reading, Joseph L.....Maryland.
Ross, Carroll C.....Virginia.
Ross, Raymond R.....Virginia.
Ridgeway, Frank F.....Virginia.
Ramey, Frank F.....Virginia.
Rudd Harry B.....District of Columbia.
Ringer, Josiah J.....Pennsylvania.
Rice, Warren.....Virginia.
Sevier, Joe R.....Tennessee.
Stephenson, Mark B.....Virginia.
Stringer, Edwin R.....Virginia.
Stringer, William.....Virginia.
Stump, Charles McK.....Virginia.
Samuels, Bernard.....Virginia.
Speiden, Alpheus W.....Virginia.
Shumate, Joseph.....Virginia.
Smith, William N.....Virginia.
Turner, Robert H.....Virginia.
Trenis, Otis J.....Maryland.
Trenis, Lemuel W.....Virginia.
Vander Horst, Robert A.....South Carolina.
Wise, Boyd A.....Virginia.
Wade, James S.....West Virginia.
Wilkins, William T.....Virginia.
Wood, Aubrey M.....Virginia.
Waller, Samuel G.....Virginia.
Williams, James M.....Virginia.
Weaver, William C., Jr.....Virginia.
Warfield, Allen A., Jr.....Virginia.
Ward, Frederick C.....Maryland.
Waters, Basil W.....Maryland.
Walton, Moses.....Virginia.
Woodward, James W.....Virginia.
Walker, James G.....Maryland.
Zimmerman, Edgar R.....West Virginia.

Total.....111

AGGREGATE—

College.....135
Bedford Academy.....119
Front Royal Academy.....111

365

Courses of Instruction.

The subjects in which instruction is given in the College are Latin, Greek, Hebrew, English, German, French, Mathematics, Chemistry and Geology, Physics, Biology, Moral Philosophy, the English Bible, Elocution and Physical Culture.

In these subjects courses of study are arranged leading to the degrees of Bachelor of Philosophy, Bachelor of Arts, and Master of Arts.

I. LATIN.

*Professor Buchanan.

Introductory Year.—Five recitations a week. For entrance into this class an accurate knowledge of the regular forms of the language and some experience in translation are requisite. A rapid review of the forms is made in class. Cæsar and Sallust are read with careful analysis, and the leading principles of Latin syntax are taught and carefully applied in weekly translations of English into Latin. The history of Rome, in brief outline, is studied.

Text-Books: Bingham's Grammar (McCabe's edition); Cæsar; Sallust; Creighton's History of Rome.

COLLEGE COURSES.

First Year.—Three recitations a week. Gildersleeve's Syntax is taught and applied by weekly exercises in Latin composition, to which special importance is attached. The study of Prosody is taken up, with special reference to the Dactylic Hexameter. Cicero's Orations, Virgil and Livy are used as reading-texts, and effort is made to secure elegance and beauty in translation. Sight-reading of easy passages is practiced.

Text-Books: Gildersleeve's Grammar and Exercises; Cicero's Orations; Virgil; Livy; Harper's Lexicon.

*Resigned.

Second Year.—Three recitations a week. The systematic study of the syntax and its application in weekly exercise in prose composition are completed in this class, and regular practice is given in the translation of Latin into English and of English into Latin at sight. The lyric meters of Horace are studied.

Text-Books: Livy; Tactitus; Horace.

Third Year.—Three recitations a week. Breadth and vigor of treatment are aimed at in the discussion of the authors read and in the Latin composition required of this class. The literature of the language is studied, the process of word formation, the progressive developments and the excellencies and defects of Latin as a means of expressing thought in comparison with other languages are noted, and philosophical explanation of its construction is sought. Sight translation from Latin into English, and *vice versa*, constitute a prominent feature of the course. The principles of Latin versification are mastered and applied in exercises.

Text-Books: Tacitus; Cicero's Philosophical Works; Juvenal; Horace. For reference: Gildersleeve's, Zumpt's and Madvig's Grammars. Bender's Roman Literature, supplemented by lectures.

Parallel reading is prescribed in the last three years.

All students desiring to enter an advanced course must be prepared to show satisfactory acquaintance with the preceding courses.

II. GREEK AND HEBREW.

Professor R. M. Smith.

In the languages taught in this department, attention will be paid to—

(1.) The accurate study of the individual languages and of the best writers in them, with a view to the multiplied means of acquiring information, to the mental training, and to the taste and skill in style to be thus gained.

(2.) The most important facts, principles, and teachings of Etymology and Historical and Comparative Grammar.

(3.) Knowledge bequeathed us in the languages studied, and interesting and useful information about the respective peoples, particularly in regard to culture, morals, and religion.

I. GREEK.

Introductory Year.—Five recitations a week and weekly exercises.

In this class is sought a knowledge of forms and principles of syntax, of the Greek element in English, of the religion and social life of the Greeks, and of the history of Greece as a factor in the development of the world. The student also begins simple work in the Greek Testament.

Text-Books: Harkness' First Greek Book; The Greek in English (Goodell); Mahaffy's Old Greek Life; Fyffe's History of Greece; Calvert's School Readings in the Greek Testament; "The Study of Greek."

Parallel: Bryant's translation of Homer's Iliad or Odyssey must be read, and an essay upon it of eight pages will be required.

COLLEGE COURSES.

1. First Year.—Five recitations a week and weekly exercises.

The work of this year is devoted to obtaining a more accurate and extended knowledge of the forms and constructions of the language by the use of a higher grammar and by thorough analysis by means of diagrams; to a careful study of the language and thoughts of Xenophon's Recollections of Socrates; to the study and discussion of Greek methods of education; and to a rapid view of Greek literature illustrated by extracts selected from famous Greek writers.

Text-Books: Goodwin's Grammar; Xenophon's Recollections of Socrates (Winans); Jebb's Greek Literature; Mahaffy's Old Greek Education.

Parallel (to be read in English translations): Xenophon's Education of Cyrus and selections from Plutarch's Lives. An essay of ten pages will be required on "Contrasts Between Greek and American Education."

2. Second Year.—[The work of this year completes the requirement in Greek for the degree of A. B.

Three recitations a week and weekly exercises.

The course of this year embraces the study of ante-classical and post-classical Greek as contained in Homer and the New Testament. Careful attention is paid to the poetic form and characteristics of Homer and to comparative philology and historical grammar, and an earnest effort is made to secure for the student benefits to be derived from his own ability to read the New Testament in the original Greek and from the work on that subject done by others.

Text-Books: Goodwin's Grammar; Sidgwick's Greek Prose Composition; Homer (Keep); The Revised Greek-English New Testament (Westcott & Hort); Robinson's Greek Harmony; "Teaching of the Twelve Apostles."

Parallel (to be read in English): Trial and Death of Socrates (Church); Xenophon's Recollections of Socrates; Light to the Ancient Greeks.

3. Third Year.—Three recitations a week. Exercises. A Greek Club.

This course is for those prepared by the work of the previous three years to study Greek not so much for linguistic training as for the development of taste and literary culture. Writings of Plato, Demosthenes, Sophocles, and Thucydides are studied not as mere stores of forms, constructions, and etymologies, but as worthy specimens of philosophy, oratory, poetry, and history. A short oration of Demosthenes must be declaimed and metrical translations made of the simple metres of Sophocles. To writers other than the four mentioned the student is introduced by the work of the Greek Club and by English translations.

Text-Books: Sidgwick's Greek Prose Composition; Purve's Selections from Plato, Demosthenes, Sophocles, Thucydides; Willson's Mosaics of Grecian History; The Poetics of Aristotle; Longinus On the Sublime; Goodwin's Grammar for reference.

To be read in English translations: Part of the Republic of Plato; Part of the Republic of Aristotle; Part of the Œconomicus of Xenophon; The Prometheus Bound of Æschylus; The Alcestis of Euripides; Plutarch "On Superstition."

A class of advanced students meets with the Professor twice a week throughout the session, for the purpose of completing, as nearly as possible, the reading of the New Testament in Greek.

II. HEBREW.

1. First Year.—Two recitations and exercises a week.

Text-Books: Harper's Introductory Hebrew Method and Manual; Harper's Elements of Hebrew; Hebrew Bible; Hebrew-English Dictionary.
Parallel in English: The Apocrypha; Extracts from Josephus.

2. Second Year.—Two recitations a week. Parallel in English.

III. ENGLISH.

PROFESSOR BLACKWELL.

The study of English is on an equal footing with that of Latin and Greek. The same amount of time is allotted to it; the same rigorous method is pursued. There are three College classes, and a preliminary course of one year for those who have not been able fully to prepare themselves for College. For entrance into this introductory course, a knowledge of the parts of speech and of the inflections of the language, and a familiarity with the elementary laws of syntax are required. To enter the College course, students must be prepared to stand an examination on the work of the Introductory Year.

Introductory Year.

First Term.– English Grammar, chiefly the Grammatical Analysis; English History as a basis for the study of English Literature.

Text-Books: Whitney's Essentials of English Grammar, latter part; Buckley's History of England.

Second Term.—Genung's Outlines of Rhetoric, through the subject of the Sentence; Cathcart's Literary Reader.

During this year the class meets three times a week, and weekly exercises are required. A course of parallel reading is assigned.

COLLEGE COURSES.

First Year.

First Term.—Bain's Grammar in part; Genung's Practical Rhetoric—the Sentence and the Paragraph; Genung's Rhetorical Analysis; Scott's Lady of the Lake, Ivanhoe.

Second Term.—Genung's Practical Rhetoric, Invention; Genung's Rhetorical Analysis; Brooke's English Literature, edited by Kellogg; and three plays of Shakspere.

The class meets five times a week, and weekly exercises are required.

Second Year.

First Term.—English Prose of the 19th Century, with especial reference to the essay; selections from DeQuincey, Macaulay and Carlyle; Cook's First Book in Old English.

Second Term.—English Oratory; Clarke's Political Speeches, Macaulay's Speeches; Cook's First Book in Old English.

The class meets three times a week, and weekly exercises are required.

Third Year.

First Term.—The Elizabethan Drama; Middle English.

Second Term.—English Poetry of the 19th Century; Chaucer; Historical Grammar.

The class meets three times a week, and essays are required from time to time as a part of the work in literature.

The First and Second Years are required for the degree of Bachelor of Arts, and the Third Year is elective for the degree of Master of Arts.

IV. GERMAN.

PROFESSOR R. M. SMITH.

The object sought by the work in German is ability to pronounce and translate German fluently and correctly, an acquaintance with characteristic excellencies of German life and literature, and some knowledge of the kinship of the English and German languages and of the place of Germany and Germanic races in the history of Europe and the progress of the world.

1. **First Year.**—Three recitations a week and weekly exercises—Talks on German History.

Text-Books: Whitney's Smaller Grammar, Whitney's Reader, Yonge's History of Germany, Parry's Life Among the Germans, Das Haidedorf.

2. **Second Year.**—Three recitations a week and weekly exercises—Talks on German Life and Literature.

Text-Books: —— Grammar, Hermann and Dorothea (Goethe), a play of Schiller, Heine's Harzreise, Scheffel's Trompeter von Säkkingen.

Members of this class must attend a club which, under the guidance of the Professor, holds meetings for practice in speaking the language.

V. FRENCH.

PROFESSOR BLACKWELL.

First Year.

First Term.—Five times a week and weekly exercises.

Text-Books: Whitney's Grammar, Part I; Super's French Reader.

Second Term.—Five times a week and weekly exercises.

Text-Books: Whitney's Grammar, Part II; Crane and Brun's Tableaux de la Révolution Française; Super's Historical Reader in part; Montgomery's French History in part.

Second Year.

First Term.—Three times a week with weekly exercises.

Text-Books: Crane's La Société Française au XVII ième Siècle; Molière's Les Précieuses Ridicules, and Les Femmes Savantes; the literary history of the 17th century.

Second Term.—Three times a week with weekly exercises.

Text-Books: Molière's Le Misanthrope; Corneille's Le Cid; Racine's Athalie; Crane's Le Romantisme Français; Saintsbury's French Literature.

The first year is an elective for the degree of Bachelor of Arts, and the second for the degree of Master of Arts.

VI. CHEMISTRY AND GEOLOGY.

PROFESSOR SHEPARD.

1. Course in Chemistry.—The subjects embraced in this course are taught by text-books and by lectures. A rapid review of the rise and progress of the science from its beginning to Lavoisier's time will be given in lectures. Inorganic Chemistry, embracing Chemical Philosophy, the Discussion of the Atomic Theory, the principles of Chemical Analysis, the Relations of Chemistry to Agriculture and the Arts, etc., etc., and the Chemistry of the Carbon Compounds will be taught in their order.

Students are required to do laboratory work.

Four lectures a week during the College year and from one to two hours a week in the laboratory.

Water and gas have been brought into the laboratory and ample facilities for the use of the student in practical work have recently been provided.

A laboratory fee of five dollars per session is required of each student in Chemistry and Geology.

2. Course in Geology.—This subject will be taught mainly from a text-book, supplemented by informal lectures, and illustrated by geological specimens.

One hour a week during the College year.

Text-books: Shepard's Inorganic Chemistry; Youman's Organic Chemistry; LeConte's Geology.

VII. PHYSICS.

DR. WIGHTMAN.

Instruction in Physics is given in two courses known as—1st, A Course in Experimental Physics; 2nd, A Course in Astronomy.

1. A Course in Experimental Physics.—Instruction is given in two supplementary parts. (1) Recitations. (2) Laboratory Work, extending throughout the year.

(1.) In Recitations the class meets three times a week throughout the year. The course is elementary and general. It embraces: Mechanics of Liquids, Solids, Gases; Sound; Heat; Light; Electricity. Instruction is given chiefly by experimental lectures, and in this way some parts of the text-book are largely supplemented.

(2.) *Laboratory Work.*—Two hours a week. In addition to the regular recitations, the student will be required to perform, under the supervision of the Director, as thoroughly as possible, a series of experiments, repeating what was done before him in the recitations, and also performing other experiments which will be assigned to him. He thus, by experience, becomes acquainted with the fundamental laws of matter explained in his text-book. Junior Mathematics is required for admission to this class.

2. **A Course in Astronomy.**—This class meets three times a week during the second half-session. The course is a general one, and partly concerns the instruments, methods, and data of practical astronomical work, partly is descriptive of the present state of astronomical knowledge. The work is done by recitations, lectures and observations. Special work in observation is assigned to individuals, upon which they report before the class. The Lutz Observatory, founded by Mrs. M. A. Lutz, in memory of her husband, F. A. Lutz, formerly a trustee of the College, is provided with sextant, transit instrument, a reflecting telescope of five inches aperture, and a refracting telescope of five and a quarter inches aperture, made by Byrne, worked over by Alvan Clark & Sons. This telescope is equatorially mounted, and is provided with driving clock and graduated circles. The facilities of the Observatory are made perfectly accessible to the class. Experimental Physics and Trigonometry are required for admission.

Text-book: Newcomb and Holden's Astronomy.

VIII. BIOLOGY.

DR. WIGHTMAN.

The work in Biology is divided into two courses, each a year in length.

1st. A course in General Biology.

2d. A course embracing the Physiology of Man and the lower animals.

1. General Biology.—Instruction in this class will be given by means of (1) Lectures, (2) Laboratory Work.

(1.) *Lectures.*—Three hours a week throughout the year. This course will consist of a series of lectures delivered by the Director, and will embrace a comparative study of living things—animal and vegetable. Beginning from such simple microscopic organisms as the Yeast plant and the Amœba, the student will be led to consider types of the great classes of the animal and vegetable kingdoms until he reaches such a complex organism as a common flower, the bean plant or the buttercup, and a typical mammal—the rat or rabbit. The work of the year will close with the study of Embryology and Botany. In the former, the development of the chick will be taken as a type; in the latter, special attention will be paid to the methods of collecting, preserving, and classification of specimens.

(2.) *Laboratory Work.*—Four hours per week in two periods of two hours each on consecutive days. The student will be required not only to attend the lectures, but also in the laboratory to confirm by his own observations the chief points dwelt upon in the lectures of the Director. The student thus becomes familiar with the use of the microscope and with those forms of living things which serve as illustrations of the great biological laws. Frequent excursions will enable him to become acquainted with the methods of collecting plants and animals; the identification of species; and the classification and arrangement of an herbarium. An excellent zoological collection, representing over four hundred species, will also be at his disposal.

Experimental Physics will be required for admission to this class.

2. Physiology.—In this class also instruction will be given by means of (1) Lectures, and (2) Laboratory Work. The lectures will be amply supplemented by suitable demonstrations, and in the laboratory the student becomes acquainted by experience with the details of microscopy and with the methods of experimental physiology. The following synopsis of the course will give an idea of its scope:

(1.) *Lectures.*—Three hours a week throughout the year. The subjects embraced in this course are—

(*a*) Comparative anatomy of mammalia.
(*b*) Microscopic anatomy of man and higher animals.
(*c*) Physiology and hygiene of man.

(2.) *Laboratory Work.*—Four hours a week in two periods of two hours each on consecutive days throughout the year.

(*a*) Dissection of dog or rabbit.
(*b*) Preparation and microscopic examination of the tissues of man and the higher animals.
(*c*) Demonstrations and experiments on the physiology of the organs of man and the higher animals.

Experimental Physics and Chemistry are required for admission to this class.

Attention is called to the substitution of Senior Biology for Senior German. This substitution opens to students a preliminary medical course intended for those who wish to become physicians, and who wish to gain in their college course a knowledge of those branches which form the essentials of medical science.

IX. MATHEMATICS.

PROFESSOR SMITHEY.

I. PURE MATHEMATICS.

The work of this department is designed to give an accurate knowledge of the fundamental ideas and of the scope of the chief branches of Pure Mathematics, and to render their principles effective in developing in the student the power of independent and consecutive thought. In all the courses, the working of original exercises during the session and at the examinations is required as a test that the subjects that are studied are understood.

The method of instruction is, in most of the courses, by text-books, supplemented by informal lectures.

Introductory Year.

1. Elementary Algebra extending through Quadratic Equations and including Exponents and Surds. Five hours a week during first half session.

2. Elementary Geometry extending through three books of Euclid. Five hours a week during second half session.

In addition to the regular work done in the lecture-room, written exercises are required weekly.

The courses of this year are designed for students who are without sufficient preparation to enter at once upon the College work.

Text-Books: Charles Smith's Elementary Algebra; Euclid's Elements, edited by Hall and Stevens.

COLLEGE COURSES.

First Year.

1. Algebra beginning with Equations of the Second Degree. Five hours a week during the first sixteen weeks of the first half session

2. Determinants—a brief course. Five hours a week during the last four weeks of the first half session.

3. Plane Geometry beginning with the fourth book of Euclid. Five hours a week during the first ten weeks of the second half session.

4. Solid Geometry. Five hours a week during the last ten weeks of the second half session.

In addition to the regular work done in the lecture-room, written exercises are required weekly.

An accurate knowledge of Algebra through Equations of the Second Degree and of as much of Plane Geometry as is contained in three books of Euclid, is the preparation needed for the courses of the first year.

Text-Books: Todhunter's Algebra for Schools and Colleges; Peck's Determinants; Euclid, edited by Hall and Stevens; Bartol's Solid Geometry.

Second Year.

1. Plane and Spherical Trigonometry, with applications. Four hours a week for the first sixteen weeks of the first half session.

2. The Elements of the Theory of Equations—a brief course. Four hours a week during the last four weeks of the first half session.

3. Analytical Geometry of Two Dimensions. Four hours a week during the second half session.

In addition to the regular work done in the lecture-room, written exercises are required weekly.

A thorough knowledge of Algebra and of Plane and Solid Geometry is the preparation needed for the courses of the second year.

Text-Books: Newcomb's Plane and Spherical Trigonometry; Newcomb's Logarithmic Tables; Puckle's Conic Sections (fifth edition.)

Third Year.

1. Analytical Geometry of Three Dimensions—a brief course. Three hours a week for the first five weeks of the first half session.

2. The Differential Calculus, with applications. Three hours a week for twenty weeks.

3. The Integral Calculus, with applications. Three hours a week during the last fifteen weeks of the second half session.

4. A course in Parallel Reading.

An accurate knowledge of the work of the first and second years is the preparation needed for the courses of the third year.

Text-Books: Analytical Geometry of Three Dimensions, treated by lectures; Todhunter's Differential Calculus; Todhunter's Integral Calculus; Bledsoe's Philosophy of Mathematics.

Mathematics through the second year is required for the degree of Bachelor of Arts. The work of the third year can be taken as a substitute for the third year's work in Latin in the Bachelor's Degree, and it can be offered as one of the electives for the degree of Master of Arts.

II. APPLIED MATHEMATICS.

While the College does not aim to give students a technical education, yet facilities are afforded by which a knowledge of some of the more useful applications of Mathematical principles may be acquired. The following courses are offered in Applied Mathematics:

1. Descriptive Geometry—Problems of the point, line and plane. Surfaces, single-curved and double-curved, intersections, tangencies, etc.

Shades and Shadows, and Perspective. Isometric Projections.

2. Land Surveying. Computation and division of areas. Field practice is given with the chain, the compass, the theodolite and the level.

X. MORAL PHILOSOPHY.

PROFESSOR KERN.

In this department are two courses of study, with the following arrangement of subjects and recitations:

I. MORAL PHILOSOPHY.

First Year.—Psychology, Logic, Ethics. Four recitations a week.

Text-books: Hopkins' Outline Study of Man; Jevons' Lessons in Logic; Hopkins' Law of Love.

Second Year.—Psychology, History of Philosophy, Natural Theology. Three recitations a week.

Text-books: Porter's Elements of Intellectual Science; Flint's Theism.

The text-book is used either as the basis of instruction or its point of departure. The student's own opinions are never accepted as a substitute for the knowledge of the subject as taught; but independent thinking is encouraged. Free use is made of diagrams on the blackboard, in illustrating psychological relations. As a means to the attainment of practical familiarity with logical formulas and the detection of fallacies, weekly exercises in Logic are required during the greater part of the First Year.

A special course of lectures on Psychology is given to the class of the First Year. To this class, also, a course of lectures on the Physiological Basis of Psychology is delivered by Dr. A. C. Wightman. The subject is amply illustrated with human and other brains, and with demonstrations of the action of the brain, the spinal cord, and the sense-organs

The History of Philosophy is studied through the whole session. A brief survey of the course of philosophical thought, ancient and modern, is given in lectures; and in addition, suitable reading in the works of representative philosophers and their historians is required.

It is claimed that the course, as a whole, is an adequate introduction to the study of Philosophy.

II. POLITICAL ECONOMY.

This class meets twice a week throughout the session. It is usually taken separately from the other classes of the school, and for satisfactory attainments in it a certificate of distinction is awarded. The study of some question in practical economics, is assigned as parallel work. The book used for this purpose last session is Ely's "*The Labor Movement in America.*"

Text-book: F. A. Walker's Political Economy.

XI. THE ENGLISH BIBLE.

PROFESSOR KERN.

Three classes, with subjects and recitations as follows:

First Year.—Biblical Introduction. Three recitations a week.

Text-Books: Swinton's Bible Word-Book; Freeman's Bible Manners and Customs; Old Testament History (Lectures); Barrow's Companion to the Bible (Part II).
Parallel Reading: Schaff's Through Bible Lands.

Second Year.—New Testament Exegesis. Three recitations a week.

Text-Books: Barrow's Companion to the Bible (Parts III and IV); Stalker's Life of Christ; The New Testament.
Parallel Reading: Stalker's Life of Paul; Bernard's Progress of Doctrine in the New Testament:

Third Year.—Homiletics and Church History. Three recitations a week.

Text-Books: The Professor's Lectures on Homiletics; Fisher's Church History.
Parallel Reading: Deems' Sermons; Willcox's The Pastor Amidst His Flock.

This department has been established with special reference to the needs of students for the Christian ministry.

From first to last, the English Bible is in the student's hands; and he is expected to acquire a general knowledge of its origin and contents, an acquaintaince with Biblical antiquities, and some familiarity with right methods of exegesis, the true theory of preaching, and the developments of doctrine in the Christian Church.

In homiletics, weekly written exercises are required throughout the session.

XII. ELOCUTION.

PROFESSOR BUCHANAN.

This class meets one hour a week thoughout the session. The first half-session is given to elementary vocal training. During the second half-session the principles of gesture are studied. Exercises in declamation are freely used, individual defects are criticised, and the effort is made to secure an easy, natural and forcible delivery. First Year's English is required for admission.

Text-Books: Russell's Vocal Culture; Bacon's Manual of Gesture.

XIII. PHYSICAL CULTURE.

DR. MERRICK.

In adding this department to the College, the Trustees had in view two well-established facts:

First That to maintain the best results in intellectual work, the student must have a healthy, vigorous frame, in order to stand the heavy drain made upon his system by constant mental application.

Second. That the period between sixteen and twenty-six years of age furnishes the best opportunity for overcoming hereditary defects, for filling out undeveloped parts of the body, and for building up for the work of life a sound constitution.

To accomplish the first end, students, on entering this department, are divided into classes that meet three times weekly, and put in charge of an instructor, who sees that they exercise regularly and sufficiently, and yet do not go beyond their strength. The apparatus used for these classes are dumb-bells, clubs, wands, ladders, vaulting-horses and chest-weights.

The second object is more especially the scientific aim of this department. Each student, on entrance, is measured by the director, and his strength tested in every way by instruments specially made for this purpose. These measurements, compared with the standards taken according to height, show him where he is physically most deficient. To aid him in remedying these defects, the director gives him a card, on which his measurements are given, and the apparatus suited to his needs is named, and the extent of its use indicated. This card—a Physical Culture prescription—is to serve the student as a guide when he is not in the hands of the instructor.

Miscellaneous Information.

LOCATION.

Ashland is immediately on the Richmond, Fredericksburg and Potomac railroad, sixteen miles north of Richmond, upon the most elevated plateau between that city and Fredericksburg, Va. The location is distinguished for healthfulness and accessibility. On this account the village of Ashland was originally incorporated as a summer resort, and is much frequented during the heated term, while the comparative infrequency and brief duration of severely cold weather make it especially favorable to health and comfort during the College session. The severe pneumonia and violent fevers of the mountains and the malarial diseases of the Tidewater region are comparatively unknown.

Six passenger trains each way stop at the College daily. Telegraphic connection with all parts of the country. Mail six times a day.

CLASS ORGANIZATION.

After an experience of many years, during which both methods have been tested, we deem a well guarded elective system preferable, under existing circumstances, to the curriculum. It affords an advanced student, having special aims, the privilege of pursuing a desired course, and it enables the Faculty to assign suitable work to those who are without uniform preparation, or who cannot remain long enough to complete a degree course.

Instruction is given by text-books and lectures. The effort is made to secure thorough scholarship, and students are retained in lower, or returned from higher to lower classes, until the Professor considers them qualified to advance.

CHOICE OF STUDIES.

Students will be enrolled in appropriate classes after conference with the President and Professors. Each one is required to have not less than fifteen recitations a week, unless there are special reasons to the contrary, and no study can be changed or discontinued without the consent of the Faculty.

DEGREES.

The degrees conferred are: Bachelor of Philosophy, Bachelor of Arts, and Master of Arts. The attainments required to secure these degrees are as follows:

1. For the degree of Bachelor of Philosophy (Ph. B.): Graduation with distinction in Pure Mathematics, Moral Philosophy, French, Chemistry and Biology; certificates of distinction on second year's work in English, second

year's work in Latin, second year's work in Physics, Political Economy, Geology; *Electives*, three of which must be chosen: First year's work in German, second year's work in German, third year's work in English, third year's work in Latin, Applied Mathematics.

2. For the degree of Bachelor of Arts (A. B.): Graduation with distinction in Latin and Chemistry; certificates of distinction on second year's work in Greek, second year's work in English, second year's work in Mathematics, first year's work in Moral Philosophy, first year's work in Physics, first year's work in Biology, Political Economy, Astronomy. A four years' course.

In this course, the following substitutions are allowed:

(1.) For Greek, graduation, with distinction in German, and certificate of distinction on the first year's work in French.

(2.) For third year's work in Latin, third year's work in Greek, or third year's work in Mathematics.

(3.) For Analytical Geometry and Political Economy, graduation with distinction in The English Bible.

(4.) For second year's work in German, second year's work in Biology.

The Bachelor of Arts course has been arranged, after much thought, to meet the growing demand for a practical, well-rounded education. It gives an excellent preparation for either business life or professional study. The following arrangement of subjects is recommended to those wishing to obtain this degree:

First Year.	**Second Year.**
Latin (introductory year).	Latin (first year).
English (first year).	Greek (introductory year), or
Mathematics (first year).	German (first year).
Chemistry.	Mathematics (second year).
	Physics (first year.).
Third Year.	**Fourth Year.**
Latin (second year),	Latin (third year), or
Greek (first year), or	Greek (third year), or
German (second year),	Mathematics (third year),
Moral Philosophy (first year),	Greek (second year), or
Biology (first year),	French (first year),
Elocution.	English (second year),
	Political Economy,
	Astronomy.

3. For the degree of Master of Arts (A. M.): Distinction in the subjects required in the A. B. course, including Analytical Geometry, and graduation with distinction in four additional subjects.

In addition to the subjects prescribed above for the degrees of Ph. B., A. B., and A. M., a course in Elocution and a course in Physical Culture are required.

A candidate cannot offer the same electives for different degrees.

Graduate Diplomas are awarded for approved examinations when subjects are completed.

Certificates of distinction are awarded for proficiency in the studies pursued in the under-graduate years.

PRIZES.

There are five regular prizes publicly awarded at each Commencement:

1. "The Sutherlin Prize Medal for Oratory," established by Major W. T. Sutherlin, of Danville, Va., 1872, is presented to the best orator who shall contend for the same, to be decided by three competent judges, having no official connection with the College, selected by the Trustees.

2. "The Walton Prize for Greek Scholarship," established in 1872 by Mr. George E. M. Walton, of Hanover county, Va., is presented to the student who, in the judgment of the Faculty, by his progress and attainment in Greek studies, has best deserved it.

3. "The Pace Prize Medal," established in 1878 by Mr. James B. Pace, of Richmond, Va., is given to the student who, in the opinion of the Faculty, has written the best essay.

4. "The H. W. Murray Medals," established in 1889 by legacy of Mrs. W. R. Goodwin, of Louisa county, Va., in memory of her father, Hon. H. W. Murray. There are two of these medals. The first, called the "Murray Medal for Proficiency," is awarded each year to the student who, having not fewer than four college classes, has made the highest average on all his examinations of that session. The second, called the "Murray Medal for Scholarship," is awarded each year to the student who takes A. B. or A. M., and who has made the highest average upon examinations in graduating classes of the A. B. course.

5. "The Gymnasium Medal" is awarded to the student who, in the opinion of the Director, has made the greatest improvement as a result of physical training.

EXAMINATIONS.

There are two examinations, conducted in writing, one at the close of the half-session in February, the other at the close of the session in June. A student who fails to pass an approved examination, loses his right to advance to a higher class.

REPORTS.

A report of the standing of each student is made to the parent or guardian at the end of every five weeks during the session, and such special remarks will be appended as each case may demand.

GOVERNMENT.

Every student entering the College is presumed to be a gentleman, and so long as he remains connected with it, is treated as such. In particular, his word is relied upon implicitly, and all matters touching his own conduct is called for and accepted as the basis of action. This confidence in the integrity of our students lies at the foundation of our intercourse with them, and when any student forfeits it, he must be immediately excluded from the College. The one broad rule of Randolph-Macon is that all are required to conduct themselves in a moral, gentlemanly and student-like manner. In defining these terms, such special regulations and admonitions will be given as

circumstances may call for. All that concerns the physical, mental and moral well-being of our students enlists our affectionate solicitude. We stand to them as friends, counsellors, and guides, and, while exercising our authority with freedom and firmness, shall expect their obedience to be based rather upon a sense of right and an appreciation of the necessity of system and order, than upon the fear of set penalties. When a young man cannot be influenced by appeals to these motives, we do not consider him prepared for college.

No student found to be dissipated or persistently idle can be retained. We shall seek earnestly to reform any such, but our duty to others under our care will not allow the effort to be long continued. No pains shall be spared to maintain a pure and wholesome moral atmosphere; and whenever, for any reason, we are satisfied that the presence of any student is corrupting others, or that his influence is felt for evil in the College, we shall refund the proportionate part of the fees paid, and require his withdrawal.

RELIGIOUS OPPORTUNITIES.

The daily work of the College is begun with religious exercises in the Chapel.

The Methodist, Episcopal, Presbyterian and Baptist Churches hold each two public services on the Sabbath, and at least one during the week, and the students provide frequent social religious meetings for their own benefit.

A Sunday-School, superintended by Professor Shepard, offers opportunity for Bible study under the instruction of the professors and officers of the College and other selected teachers. Several preaching appointments in the neighborhood are regularly filled by ministerial students.

Young Men's Christian Association.—This organization in the College offers many advantages to its members. It unites young men of different denominational preferences in bonds of mutual sympathy and fellowship, and gives Christian students, while away from their home-churches, helpful privileges and duties as members of a world-wide religious organization. Under its auspices, varied and interesting religious exercises are held in the cottages and in its own beautifully-furnished room on the campus, and seven Sunday-Schools are sustained in the neighborhood.

LITERARY SOCIETIES.

The Washington and Franklin Literary Societies, meeting weekly in their large and elegantly-furnished halls for literary and oratorical exercise, are admirably conducted and enthusiastically sustained. They afford to every member an opportunity to acquaint himself practically with the methods of procedure in public assemblies, and with the duties of presiding and recording officers, and give invaluable practice in declamation and debate under the stimulus of a generous emulation for the rewards offered in them for excellence or for progress. They also edit and publish monthly a literary magazine. A student who fails to identify himself with one or the other of these Societies, loses an unusual opportunity to secure for himself privileges of great value.

LIBRARIES.

The College Library contains about eight thousand volumes, and valuable additions are being made. The books are free to students.

Contributions of suitable books are earnestly solicited. Nearly every friend of the College can comply with this request, and one book from each would add much to the library in the course of a few years. Old and rare books are specially desirable.

The Walton Classical Library, with an endowment of $1,000, contains works on Greek and Latin subjects, and is under the management of the professors of those languages. The value of the books it now contains amounts to about $500, and new books are added each year.

The Darden English Library, founded in 1888 by A. S. Darden, Esq., of Suffolk, Va., in memory of his son, A. Allen Darden, has an endowment of $1,000. The income from this sum will be devoted to the purchase of books for the use of students in the Department of English.

The Theological Library was largely increased by the donation made by Mrs. W. Tazewell Fitzgerald, of the library of her father, the late Bishop D. S. Doggett, containing many valuable books, and still more recently by the addition of the library of Rev. Thomas Crowder, donated by his son Rev. J. A. Crowder.

GROUNDS AND BUILDINGS.

The campus contains about twelve acres, and is a fine grove of oaks and maples. During the past few years it has been thoroughly drained; gravel walks have been laid out, and many other improvements have been made. The grass, flowers and shrubbery have received attention, and add much to the beauty of the grounds.

To procure water free from any possible contamination, a tube-well has been sunk to a depth of eighty-five feet, and a cistern holding seven thousand gallons has been constructed for those who prefer cistern water.

To the eight dormitories, the Pace Lecture-Room Building, the Duncan Memorial Chapel, the Halls of the Literary Societies, and the Gymnasium, has been added the Science Hall, for lecture-rooms and laboratories for practical work in Physics and Biology.

The observatory contains a five-inch equatorial refracting telescope, a transit instrument, sextant, &c.

SCHOLARSHIPS.

Students applying for admission on scholarships will be required to present the scholarship certificates, certified copies thereof, or satisfactory evidence of ownership and of the rights and privileges thereby conferred. Applicants for admission on the two-hundred-dollar scholarships (other than the children of the original purchasers thereof), will, in addition to the foregoing, be required to certify that they have been granted the use of the scholarship purely as charity, and that they desire its privileges as "charity or beneficiary students," not being able to pay for their tuition fees.

PRIVILEGED STUDENTS.

All students preparing for the ministry are exempt from tuition fees, but are required to pay their matriculation and medical fees. Such students are required to bring the recommendation of the Quarterly Conference of the pastoral charge to which they belong, and to give bonds for the payment of their tuition fees in two years after leaving College, conditioned on their failure to devote themselves to the ministry. The sons of itinerant ministers of the Virginia and Baltimore Conferences of the Methodist Episcopal Church South are also educated without charges for tuition.

DEPOSITARY.

We advise parents or guardians to deposit with the *Treasurer*, by draft, check, postoffice order or registered letter, the amount of money needed to meet the regular expenses of a student for tuition fees, books and board. *Moneys, except for these objects, will not be received by the Treasurer.* It will then be readily known at home whether a young man is economical or extravagant in his expenditures.

We ask special attention to this item.

ROOMS AND FURNITURE.

Rooms in the College building should be engaged in advance. Injuries to the College property, other than the usual wear and tear, must be paid for by the offender. Furniture may be brought from home or purchased in Ashland or Richmond. Beds, bedding, toweling, etc., should be provided by the student. To this end, let each student who intends to room on the College grounds, bring with him a pair of sheets, a pair of blankets, a bed-quilt, a pillow, and a half dozen towels.

BUILDINGS.

The buildings are in good order. No practical improvement, which seems necessary to the health, happiness or comfort of our students, will be omitted. New seats of the most improved style, with writing tablets, have been placed in the Lecture-Rooms, and other improvements will be added as needed.

CHRISTMAS.

We fully sympathize with the sentiment that calls for a family re-union at Christmas; but time lost at this period, while the classes are advancing, will cause serious embarrassment to the student, and may even result in failure at the Intermediate Examinations, and consequent discouragement throughout the remainder of the session. Parents are, therefore, earnestly requested to see that their sons return to College by the end of the holiday, during which the exercises are suspended.

ENDOWMENT.

Very considerable additions have in latter years been made to the endowment funds of the College, enabling us to offer increased facilities to the young men who are seeking to prepare themselves for useful and successful lives. Contributions to this fund are investments which will yield rich returns in the benefits conferred on the youth of our own generation and of those who shall come after, and through them on Church and State. It is hoped that those who contemplate such benefactions will embrace the present occasion, when special effort is being made to increase the endowment, and when their example will encourage and stimulate others, and thus multiply the gift. Correspondence upon this subject is solicited.

We would also call the attention of those who desire by legacy to advance the cause of Christian Education, to the advisability of placing their contributions with an institution of established character and permanent and extended field of usefulness. Every addition to its attractions makes preceding gifts more valuable, and the new contribution is in turn more useful because of the foundation laid by previous benefactions. There is no danger that, from insufficient support, the donation may fail to accomplish its beneficient purpose.

EXPENSES.

The necessary expenses for a student in this College are very moderate.

I. COLLEGE FEES.—Half Session.

Matriculation fee, per half session	$ 7 50
Medical fee, per half session	3 00
Tuition fees in three or more departments	37 50
Tuition fee in one department	20 00

Course in Biblical Literature free.

Rooms in the College buildings are free, and no charge is made for the hire of servants employed to keep them in order.

A charge of $2.50 per half session will be made for the use of apparatus, bath-rooms, etc , in the Physical Culture department.

Terms of Payment.

Payment of half-session College fees is required strictly in advance. No Tuition Fees will be remitted except in cases of severe illness disqualifying the student for work, and then only when more than half a term is lost. Board and washing bills may be paid monthly.

II. BOOKS, BOARD, Etc.

Text-books and stationery can be obtained in the town at or below publisher's list-prices.

The charges for board per month are as follows:

Meals at private boarding-houses	$9 to $12 00
Washing, lights and fuel (estimated)	1 50

Board may be obtained in private families, including furnished rooms, meals, washing, lights, fuel, and servants' attention, for $13 to $18 per month. Most of the students room in the College buildings.

Recapitulation.

The necessary expenses per half session for board, washing, lights, fuel, matriculation fee, medical fee, and tuition fees in three schools	$95 00
To privileged students (see page 35)	57 50

This is the least possible amount required, exclusive of books, clothing, pocket-money and traveling expenses.

GRADUATES, 1892-'93.

MASTERS OF ARTS.

CUNNINGHAM, CHARLES COLBERT.....Virginia
RUSSELL, GEORGE W.....Virginia
SHERMAN, HOMER H.....Virginia
WHITESELL, WILLIAM J.....Virginia

BACHELORS OF ARTS.

HOOD, R. HORACE.....North Carolina
MEYERS, JAMES T.....Maryland
RAY, ALFRED CHAMBERS.....Virginia
RECTOR, CLARENCE H.....Virginia
* KERN, DAVID H.....West Virginia

BACHELOR OF PHILOSOPHY.

SHERMAN, HOMER H.....Virginia

GRADUATES IN SUBJECTS.

Anderson, James M., Maryland.....Chemistry
Baggarly, Carroll M., Virginia.....Chemistry
Baughan, Robert S., Virginia.....Greek
Blanchard, William M., North Carolina.....Latin
Bloxton, Floyd E., Virginia.....Chemistry
Boyle, W. V., Maryland.....Chemistry and German
Buchanan, Raymond W., Virginia.....Latin
Canter, Harry M., District of Columbia.....Chemistry and Greek
Cox, James M., Virginia.....Chemistry
Creighton, J. H., Virginia.....Chemistry
Christian, Henry A., Virginia.....German
Cunningham, C. C., Virginia.....German
Dickerson, W. Woody, Virginia.....German and Chemistry
Dills, J. H., Virginia.....Biblical Literature
Edwards, C. M., Virginia.....Chemistry
Edwards, E. A., Maryland.....Chemistry and Biblical Literature
Evans, C. G., North Carolina.....Chemistry and Latin
Ferguson, Richard Jr., North Carolina.....English and Mathematics
Fletcher, Howard, Virginia.....German
Gary, A. H., North Carolina.....Chemistry and Latin

* Omitted in last Catalogue for 1892-3.

Goodman, H. S., Mississippi.....German
Hank, J. D., Jr., Virginia.....Latin
Haynes, W. T. A., Virginia.....Chemistry
Hilbert, F. W., Maryland.....Chemistry
Hood, R. H., North Carolina.....Latin
Jones, George W., Virginia.....English
Jones, Thos. M., Virginia.....Chemistry
Kern, D. H., West Virginia.....English
Kilby, C. M., Virginia.....German
Latham, Jos. N., Virginia.....Biblical Literature and Moral Philosophy
Meyers, J. T., Maryland.....Chemistry, Latin, Biblical Literature
Montgomery, B. F., Virginia,.....Chemistry, English, French
Payne, W. E., Jr., Virginia.....Chemistry
Rector, C. H., Virginia.....English, French, Latin
Robertson, J. H., Virginia.....Chemistry
Russell, G. W., Virginia.....English, French, German, Mathematics
Scales, W. Y., Virginia.....Chemistry and Latin
Sherman, H. H., Virginia.....English, French, Moral Philosophy
Snapp, L. F., Virginia.....Biblical Literature
Talbott, D. R., Maryland.....Chemistry
Terrell, J. L., Texas.....Latin
Turner, S. H., Virginia.....Latin
Wamsley, J. E., Virginia.....Greek, English, Mathematics
Warriner, B. B., Virginia.....Chemistry
Watts, R. T., Virginia.....Chemistry and German
Whitesell, W. J., Virginia.....German, Moral Philosophy, English
Wright, E. L., Virginia.....Chemistry

Prizes and Medals Awarded.

JUNE, 1893.

Sutherlin Prize Medal for Oratory.

J. D. Langley.....Virginia

H. W. Murray Medals.

For Scholarship, H. H. Sherman.....Virginia
For Proficiency, T. M. Jones.....Virginia

Walton Greek Prize.

J. E. Wamsley.....Virginia

Washington Society Medals.

Orator's Medal, D. H. Kern.....West Virginia
Debater's Medal, H. H. Sherman.....Virginia
Declaimer's Medal, R. E. Leigh.....Mississippi

Franklin Society Medals.

Debater's Medal, R. H. Hood,.....North Carolina
Improvement in Debate Medal, H. M. Canter.....District of Columbia
Declaimer's Medal, E. A. Edwards.....Maryland

Calendar, 1894-'95.

COMMENCEMENT EXERCISES, 1894.

Sunday, June 17th.

11:00 A. M., Annual Sermon before Y. M. C. A., by ——— ———.

Tuesday, June 19th.

9:00 A. M., Meeting of the Board of Trustees.

Wednesday, June 20th.

11:30 A. M., Address by Leroy L. Smith, A. M., of Gatesville, N. C.

1:00 P. M., Oratorical Contest for Sutherlin Prize Medal.

3:00 P. M., Annual Meeting and Banquet of Society of Alumni.

8:00 P. M., Celebration of the Washington Literary Society. Address by the President Elect, Rev. R. N. Sledd, D. D., Richmond, Va.

Thursday, June 21st.

11:30 A. M., Annual Address by Bishop O. P. Fitzgerald, of San Francisco, California.

1:00 P. M., Degrees and Prizes Conferred.

8:00 P. M., Celebration of Franklin Literary Society. Address by the President-Elect,

THE SESSION OF 1894-'95.

The Session is divided into two terms, with no vacation between them.

Thursday, September 20th, 1894, First Term Begins.

Thursday, February 8th, 1895, Second Term Begins.

Thursday, June 15th, 1895, Session Closes.

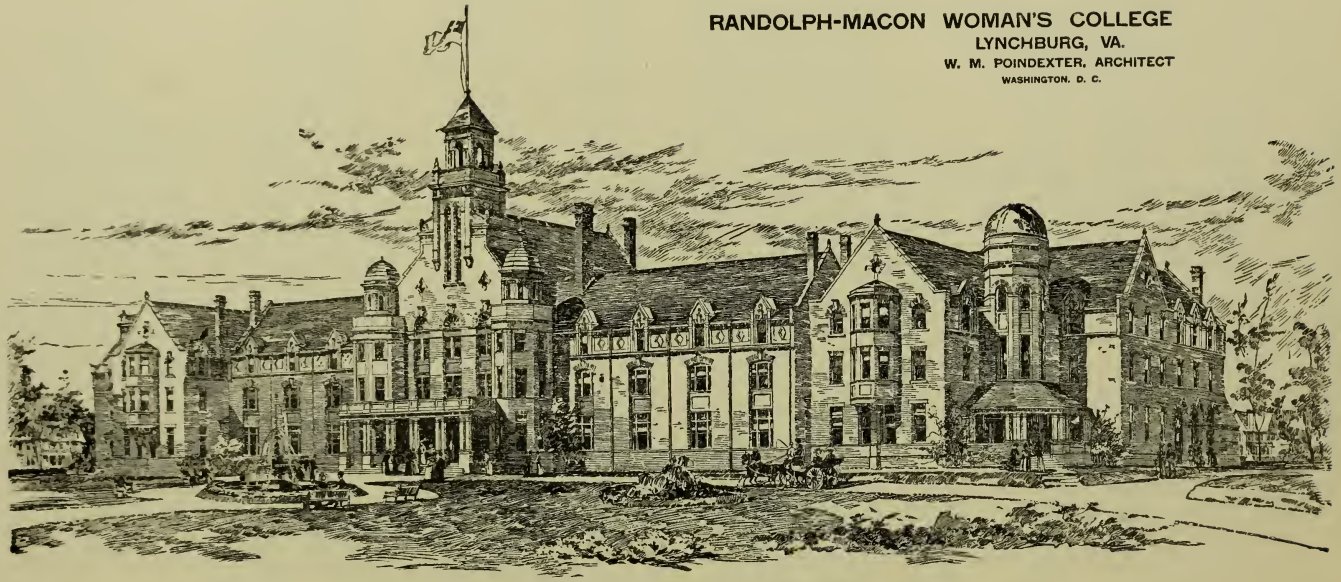
THE ANNUAL DEBATES.

First Friday in April, 1895.

8:00 P. M., Public Debate of Washington Literary Society.

Second Friday in April, 1895.

8:00 P. M., Public Debate of Franklin Literary Society.



RANDOLPH-MACON WOMAN'S COLLEGE
LYNCHBURG, VA.
W. M. POINDEXTER, ARCHITECT
WASHINGTON, D. C.

The Randolph-Macon Woman's College.

This Institution, erected at Lynchburg by the Randolph-Macon Board of Trustees, and opened with a large enrollment of students September 14th, 1893, represents a distinct advance in its chosen field. It offers to the daughters of the South facilities for a college education equal to that given at our best Virginia Colleges for young men, and under environments in harmony with Southern ideals of womanhood. The breadth, strength and refinement of the soundest and highest literary culture is sought, without sacrifice of feminine grace and modesty.

The courses of instruction are practically the same as those announced in this catalogue for young men, with the omission of the courses in Biblical Literature and the addition of departments of Pedagogy, Music and Art.

The buildings are new and supplied with modern conveniences, and the endowment of $100,000 enables the Board to offer a true college course at much less than cost.

This is the only endowed College for Women in the State.

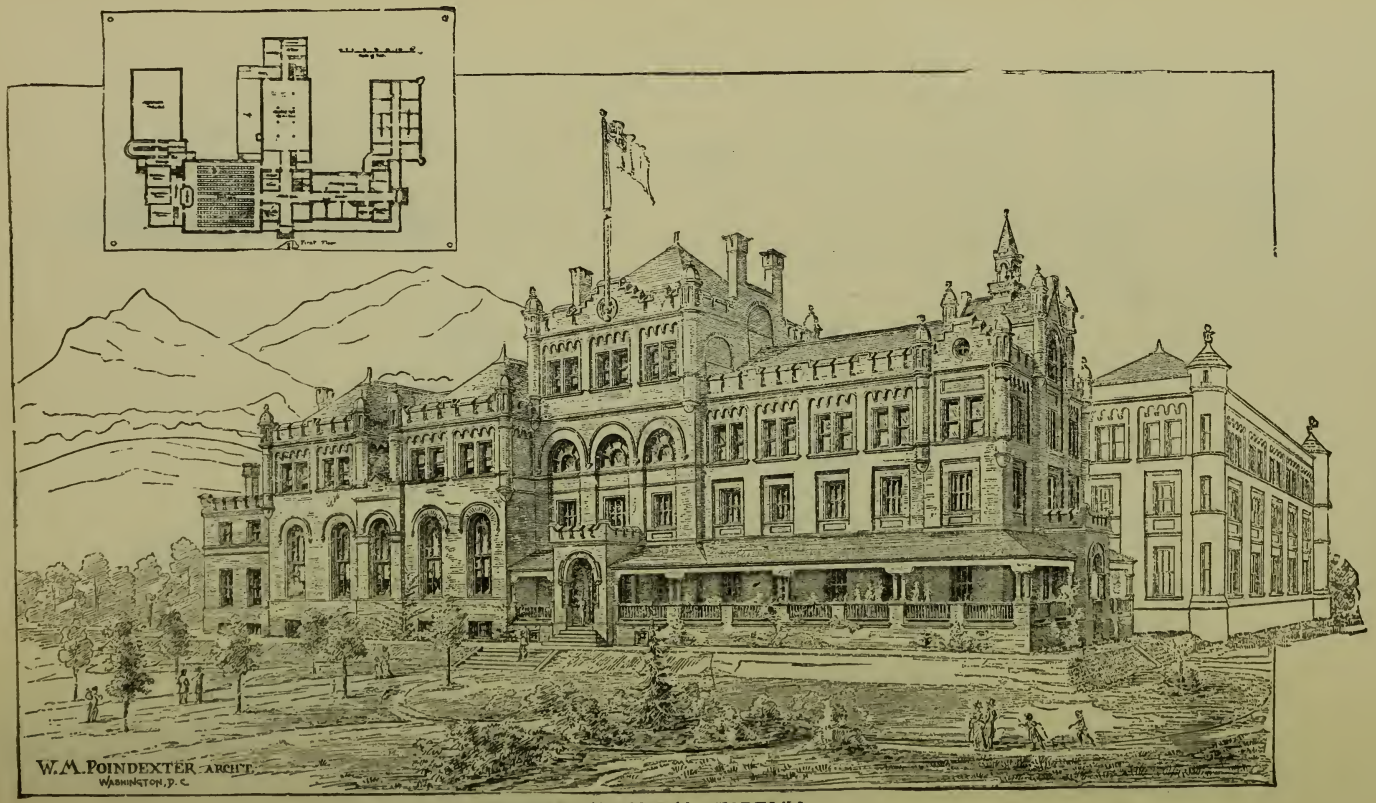
For catalogue and special information, address

WM. W. SMITH, A. M., LL. D.,
President,
Lynchburg, Va.

Preparatory Department.

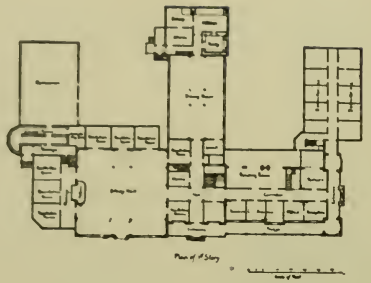
To meet the demand for courses of instruction preparatory to our College classes, and under similar moral and religious surroundings, the Board of Trustees has erected at Bedford City, Va., and at Front Royal, Va., Academies to be conducted under the supervision of the College Faculty, where the studies necessary to entrance in the regular College classes may be pursued under the most favorable circumstances. Esteeming this work of great importance, neither pains nor expense have been spared to provide buildings and equipments adapted to the purpose, and this has been done on a scale not heretofore attempted in the South. The buildings, as represented in the illustrations, have each a front of 208 feet; there are two back buildings, each 40x60 feet. They are of brick, covered with slate, heated by steam and lighted by electricity. Water, with fire-plugs and hose, is found on every floor. Every facility deemed valuable to a perfect system of school work is provided for, and in the selection of teachers and methods of instruction, it has been the purpose of the Board to leave nothing undone to establish at each place great Christian Academies in every way worthy of public confidence and patronage.

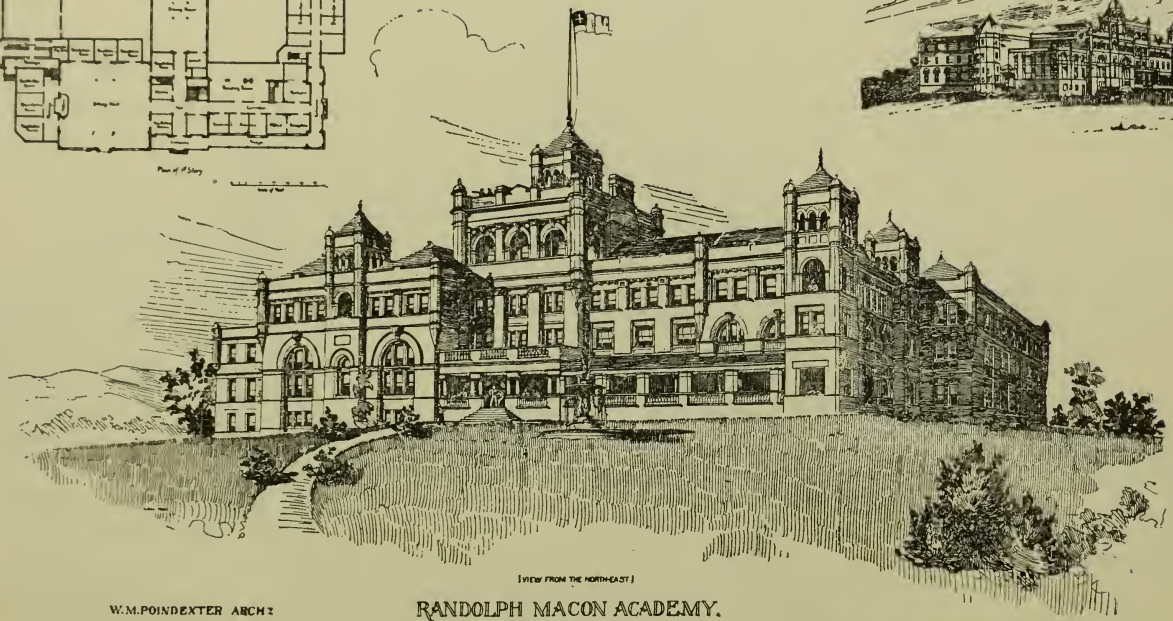
The course of instruction in each begins with elementary subjects: Geography, History, English Grammar, Arithmetic, etc., and extends to a good preparation for the Junior Classes in Randolph-Macon or any other College. Special courses are also given for those who do not expect to go to College.



RANDOLPH MACON ACADEMY.

Bedford City, Va.





[VIEW FROM THE NORTH-EAST]

W.M.POINDEXTER ARCH'T
WASHINGTON DC

RANDOLPH MACON ACADEMY.

FRONT-ROYAL VA.

For special information in regard to RANDOLPH-MACON COLLEGE, address RICHARD IRBY, *Secretary and Treasurer, Ashland, Va.*

Inquiries for catalogue or special information in regard to the Academies, must be made to the Principals.

Form of Legacy.

I give and bequeath to "The Trustees of Randolph-Macon College," the sum of_____dollars, for the benefit of said Institution.

Gifts of real estate should be made to "The Trustees of Randolph-Macon College," and attested as similar deeds of gifts in other cases.

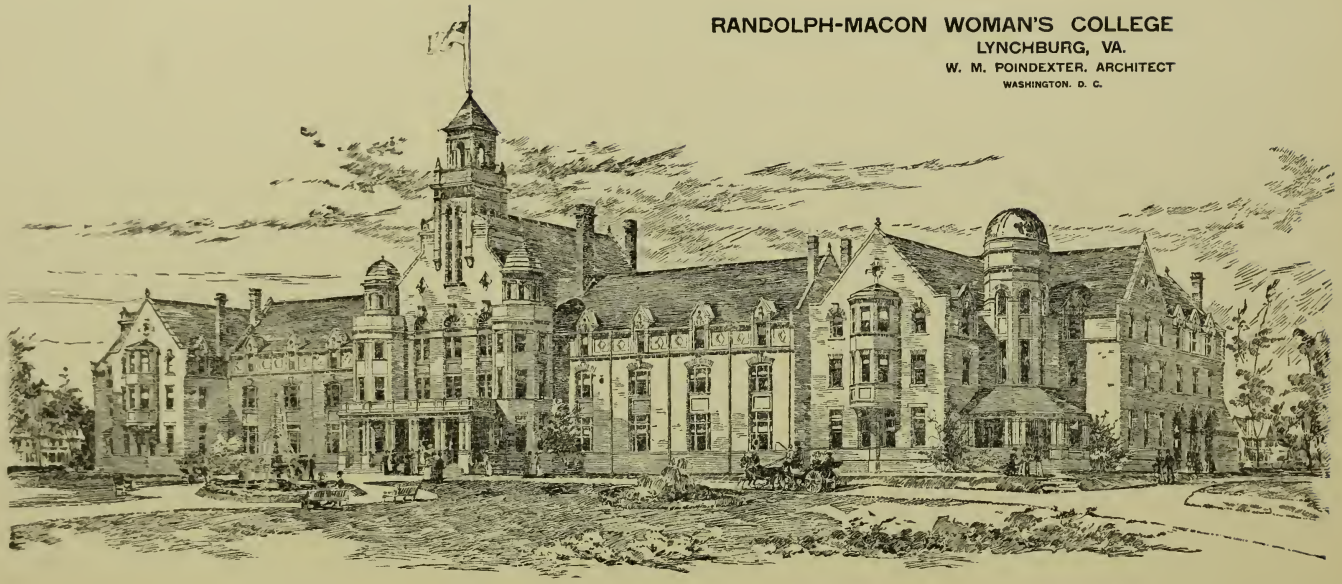
PURPOSE.

THE founders of the College in 1891 resolved:

"We wish to establish in Virginia a College where our young women may obtain an education equal to that given in our best colleges for young men, and under environments in harmony with Southern ideals of womanhood; where the dignity and strength of fully developed faculties and the charm of the highest literary culture may be acquired by our daughters without loss of woman's crowning glory, her gentleness and grace."

To carry out this high purpose has been the aim and effort of the executive officers of the Woman's College. How far it has been accomplished the reader is asked to examine and inquire.

RANDOLPH-MACON WOMAN'S COLLEGE
LYNCHBURG, VA.
W. M. POINDEXTER. ARCHITECT
WASHINGTON. D. C.



Randolph-Macon

Woman's College,

LYNCHBURG, VA.

CATALOGUE, 1893-94.

ANNOUNCEMENTS, 1894-95.

LYNCHBURG, VA.:
J. P. BELL COMPANY, BOOK, JOB AND COMMERCIAL PRINTERS.
1894

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Second Vice-President—REV. SAMUEL RODGERS, D. D.
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BISHOP JOHN C. GRANBERY,	Ashland, Va.,	1865
WILLIAM T. CHANDLER,	Atlanta, Ga.,	1868
REV. ALEX. G. BROWN, D. D.,	Ashland, Va,	1871
BISHOP ALPHEUS W. WILSON,	Baltimore, Md.,	1871
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JAMES B. PACE,	Richmond, Va.,	1876
REV. R. N. SLEDD, D. D.,	Richmond, Va.,	1877
LEROY S. EDWARDS,	Richmond, Va.,	1877
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REV. W. E. JUDKINS, D. D.,	Charlottesville, Va.,	1883
REV. WILLIAM K. BOYLE, D. D.,	Baltimore, Md.,	1883
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C. V. WINFREE,	Lynchburg, Va.,	1883
WILBUR J. KILBY,	Suffolk, Va.,	1883
J. H. H. FIGGATT,	Fincastle, Va.,	1884
E. S. CONRAD,	Harrisonburg, Va.,	1885

		ELECTED
P. V. D. Conway,	Fredericksburg, Va.,	1886
Rev. J. Lester Shipley,	Warrenton, Va.,	1887
Rev. Richard Ferguson,	Amelia C. H., Va.,	1887
E. B. Prettyman,	Baltimore, Md.,	1887
Rev. S. S. Lambeth, D. D.,	Churchland, Va.,	1888
Rev. J. D. Hank,	Belle Roi, Va.,	1888
J. P. Pettyjohn,	Lynchburg, Va.,	1888
A. S. Buford,	Richmond, Va.,	1888
F. M. Whitehurst,	Norfolk, Va.,	1888
E. D. Newman,	Woodstock, Va.,	1888
Rev. J. P. Garland, D. D,	Lynchburg, Va.,	1891
F. H. Chalmers,	Salem, Va.,	1891
Rev. B. F. Lipscomb,	Danville, Va.,	1892
Rev. J. W. Duffey,	Baltimore, Md.,	1892
G. R. Hill,	Alexandria, Va.,	1892
E. E. Jackson,	Salisbury, Md.,	1892

FACULTY.

WILLIAM W. SMITH, A. M., LL. D.,
President.

R. H. SHARP, JR., M. A.,
Professor of Ancient Languages.

JOSEPH L. ARMSTRONG, A. M.,
Professor of English and German.

F. W. MARTIN, M. S., PH. D.,
Professor of Chemistry and Geology.

MISS CELESTIA S. PARRISH (University of Michigan),
Professor of Mathematics and Pedagogy.

MISS LOUISE J. SMITH (Julien Academie, Paris),
Professor of Art and French.

MRS. W. M. STROTHER, A. B.,
Professor of Elocution and Physical Culture.

LOUIS SCHEHLMANN,
Professor of Vocal Music.

WM. S. ADAMS,
Professor of Instrumental Music.

MISS ANNIE BROWN,
MRS. J. L. ARMSTRONG,
Assistants.

A. W. TERRELL, M. D.,
College Physician and Lecturer on Physiology and Hygiene.

MRS. ANNIE ALLEN,
Matron.

CATALOGUE OF STUDENTS.

1893-94.

NAME.	PARENT OR GUARDIAN.	STATE.
ACREE, ANNIE BELL	E. H. Acree	Virginia.
ADAMS, SALLIE	I. H. Adams, Sr.	Virginia.
ALEXANDER, LENA	Mrs. S. G. Wingfield	Virginia.
ALSPAUGH, CELESTE	J. W. Alspaugh	North Carolina.
BAKER, CARRIE VESEY	George C. Baker	Texas.
BASS, EMMA CHILTON	James A. Bass, Sr	Virginia.
BASS, JULIA RISON	Mrs. Sallie L. Bass	Virginia.
BELL, MARY SARAH	E. L. Bell	Virginia.
BELL, MARY SUSAN	J. P. Bell	Virginia.
BISHOP, LUTY SHEPHERD	Wyatt A. Andrews	Virginia.
BLACKWELL, EDITH SUMTER	Mrs. F. G. Blackwell	Virginia.
BLACKWELL, ELEANOR FOOTE	Mrs. F. G. Blackwell	Virginia.
BONDURANT, ARCHIE	James D. Bondurant	Virginia.
BOOKER, ELIZABETH CLARK	T. J. Booker	Virginia.
BORDEN, MABEL MORAN	E. B. Borden	North Carolina.
BOWMAN, SALLIE K	N. R. Bowman	Virginia.
BUCK, KATIE MASSIE	Mrs. Kate E. Buck	Virginia.
CARPENTER, MAYO B	W. A. Carpenter	Virginia.
CHEATHAM, BLANCHE EDNA	Rev. H. C. Cheatham	Virginia.
CHEATHAM, EMMA EDITH	Rev. H. C. Cheatham	Virginia.
CHEATWOOD, FANNIE	Mrs. M. P. Cheatwood	Virginia.
CROWN, ELIZABETH STONE	Mrs. H. E. Crown	Virginia.
DICKERSON, JULIA ETIZABETH	J. W. Dickerson	Virginia.
EPSTEIN, HATTIE	L. Kohn	Texas.
FAIRFAX, ADA RAYMOND	Captain Raymond Fairfax	Virginia.
FIELD, FANNIE RAY	Mrs. E. H. Field	Virginia.
FLEET, ELIZABETH GARLICK	C. B. Fleet	Virginia.
FLEMING, MARY RANDOLPH	Rev. R. H. Fleming, D. D	Virginia.
FLETCHER, ELIZABETH HARRISON	Rev. Jacob Manning	Maryland.
FRANKLIN, MARTHA ANDERSON	Jacob H. Franklin	Virginia.
FULGHAM, ANNIE S	James E. Etheridge	Virginia.
GAHAGAN, LELIA	Mrs. M. K. Sharp	Louisiana.
GUGGENHEIMER, CECILE	Max. Guggenheimer, Jr	Virginia.
IRELAND, MARY CLARE	Mrs. M. L. Ireland	Maryland.

NAME.	PARENT OR GUARDIAN.	STATE.
Jacocks, Grizzelle Leigh	J. H. Jacocks	Virginia.
Jennings, Esten Holmes	Z. M. Jennings	Virginia.
Judkins, Constance Sanford	Rev. Wm. E. Judkins, D. D	Virginia.
Lavinder, Martha Louise	G. T. Lavinder	Virginia.
Lewis, Lucy L	John H. Lewis	Virginia.
Lichford, Cora	Mrs. L. E. Lichford	Virginia.
McCausland, Mamie	J. F. McCausland	Virginia.
Mahood, Sallie Lee	Mrs. Sallie Lee Mahood	Virginia.
Manson, Sallie Sidney	R. W. Manson	Virginia.
Melton, Angie Glenn	Prof. Charles Lewis Melton.	Virginia.
Miller, Nannie Ficklen	Mrs. R. F. Miller	Virginia.
Moon, Mary Augusta	Edward Moon	Virginia.
Moorman, Fannie Goggin	E. S. Moorman	Virginia.
Moorman, Annie May	C. R. Moorman	Virginia.
Moss, Sallie Toomer	Rev. J. O. Moss	Virginia.
Murrell, Maggie Marshall	Miss Josephine Murrell	Virginia.
Neblett, Lucy	R. W. Manson	Virginia.
Nowlin, Lula Wills	Wm. D. Nowlin	Virginia.
Nowlin, Nannie Roland	Wm. D. Nowlin	Virginia.
Old, Bettie Love	Wm. R. Old	Virginia.
Peck, Carrie	E. A. Cleland	Virginia.
Powell, Nellie Virginia	Dr. R. S. Powell	Virginia.
Pleasants, Etta	C. R. Pleasants	Virginia.
Quinby, Georgie Richardson	Upshur B. Quinby	Virginia.
Radford, Bertha Rives	Mrs. M. W. Radford	Virginia.
Rodes, Rita Christian	Thos. L. Rodes	Virginia.
Rucker, Mary	S. B. Rucker	Virginia.
Smith, Elizabeth Steel	Charles R. Smith	Virginia.
Smith, May Eleanor	T. Towson Smith	Virginia.
Snead, Aurelia Helen	Wm. B. Snead	Virginia.
Statham, Virginia	Thomas R. Statham	Virginia.
Stirling, Sallie	Mrs. S. W. Stirling	Virginia.
Stuart, Virginia Waddell	Rev. S. G. Stuart	Virginia.
Tate, Florence Lee	J. D. Tate	Virginia.
Terrell, Lilly King	Dr. A. W. Terrell	Virginia.
Terry, Augusta	C. M. Terry	Texas.
Thacker, Minnie K	W. C. Thacker	Virginia.
Thacker, Sarah Virginia	W. C. Thacker	Virginia.
Thornhill, Annie	Mrs. S. A. Thornhill	Virginia.
Twyman, Mabel	W. R. Twyman	Virginia.
Ward, Mary Elizabeth	Judge R. H. Ward	Virginia.
Wingfield, Sarah Francis	Mrs. V. C. Oglesby	Virginia.
Williams, Eva Barnes	Mrs. L. L. Williams	North Carolina.

CATALOGUE OF PUPILS IN PREPARATORY DEPARTMENT.

(FOR DAY PUPILS ONLY.)

NAME.	PARENT OR GUARDIAN.
ALLEN, OULA VIRGINIA	Mrs. A. M. Allen.
ALLEN, ANNIE MAIE	Mrs. A. M. Allen.
BELL, DAISIE VIRGINIA	E. L. Bell.
BEERS, KATIE BRANSFORD	H. S. Beers.
CARROLL, MAUDE SARAH	W. S. Carroll.
CROWDER, ANNIE BOOTHE	Rev. W. R. Crowder.
CROWDER, BESSIE LYSANDER	Rev. W. R. Crowder.
CROWDER, JULIA MARY	Rev. W. R. Crowder.
ELLENGER, JULIA	B. F. Ellenger.
GREGORY, JULIA	James B. Gregory.
HAYTHE, LIZZIE	Mrs. J. G. Haythe.
HUGHES, ELIZABETH FLORENCE	B. E. Hughes.
HUMPHRIES, NANNIE	J. A. Humphries.
ISBELL, CLEORA	Mrs. Mary L. Isbell.
ISBELL, MYRTLE VERNER	David D. Isbell.
IVEY, MARY WINSTON	John Winston Ivey.
MOORE, MINNIE	Thomas B. Moore.
MORGAN, DAISY	James A. Morgan.
MOORMAN, JESSIE CATHERINE	C. R. Moorman.
OVERSTREET, EVELYN MAY	J. A. Overstreet.
PETTYJOHN, HENRIETTA MAY	John P. Pettyjohn.
PETTYJOHN, MAMIE ALICE	John P. Pettyjohn.
PETTYJOHN, MAUDE DILLARD	Mrs. Sallie Pettyjohn
PITTMAN, CATHERINE AMANDA	Dr. W. E. Pittman.
ROBERTS, FRANCIS ANNE	Dr. W. B. Roberts.
ROBERTS, LAVINIA GRISELDA	Dr. W. B. Roberts.
ROBERTS, MARY ANDREA	Dr. W. B. Roberts.
SHUMATE, SADIE ESTELLE	J. R. Shumate.
TOWSON, AGNES	M. N. Towson.
WARWICK, ELIZABETH CIDELE	A. D. Warwick.

COURSES OF INSTRUCTION.

The subjects in which instruction is given in the College are English, Latin, Greek, German, French, Mathematics, Chemistry, Geology and Mineralogy, Physics, Biology, Philosophy, Pedagogy, Music, Art, Elocution, and Physical Culture.

In these subjects courses of study are arranged leading to the degrees of Bachelor of Letters, Bachelor of Arts, and Master of Arts.

I. ENGLISH.

PROFESSOR ARMSTRONG.

[To honor the memory of a noble young lady, and to perpetuate her usefulness this Chair has been endowed and named by her friends "THE SUSAN DUVAL ADAMS CHAIR OF ENGLISH."]

The importance of the study of English, its value in mental discipline, in developing the powers of the mind, and in stimulating it, are recognized in the College by placing this on an equal footing with other branches. Grammar and literature are studied side by side; but rhetoric has the largest share of time devoted to it. The grammar of Modern English belongs to the preparatory schools; that of Old and Middle English is taken up in connection with historical grammar, and attention is especially directed to its bearing upon English of to-day. Outline texts of literature are used early to furnish a thread that shall join together subsequent studies in literature itself. Elementary rhetoric with careful study of the sentence is presupposed. In the first year, much time is given to the discussion of the elements and principles of the paragraph; and in the next year, to the essay. This work is done by means of frequent exercises and by analysis of selections from parallel reading. The art of writing is emphasized by continual practice.

In order to meet the needs of those who have not within their reach the means of completing preparation for college, there is offered a preparatory course of one year, called the Introductory

year. Students are admitted to this class upon satisfying the professor that they are familiar with the leading facts of English history and with grammar of the grade taught in the high schools. Applicants wishing to enter College classes must be prepared to show satisfactory acquaintance with preceding courses.

Introductory Year.

First Term.—Theory of English Grammar, with Notes; Dalgleish's Grammatical Analysis. Five times a week.

Second Term.—Genung's Outlines of Rhetoric, careful study of the Sentence; Punctuation; Morgan's American Literature. Parallel assigned throughout the year to exemplify the text. Five times a week.

COLLEGE COURSES.

Course 1.—Genung's Practical Rhetoric, Style; Genung's Rhetorical Analysis. A thorough study of the Paragraph is begun. Five times a week.

Course 2.—Genung's Practical Rhetoric, Invention; Morgan's English Literature. Parallel to illustrate kinds of Invention. Five times a week.

Course 3.—English Poetry, 16th-18th Centuries; English Verse. Cook's First Book in Old English. A careful study of the Essay is begun. Students must have studied Latin at least two years before they are admitted to this Course. Three times a week.

Course 4.—English Prose, 16th-18th Centuries. Translations from Old English. Three times a week.

Course 5.—English Poetry, 19th Century. Middle English Grammar and Reader. Three times a week.

Course 6.—English Prose, 19th Century. Historical Grammar. Three times a week.

The studies in literature, in Courses 3 to 6, are based upon complete works selected from the periods named. Once a week, papers embodying the results of these studies are read and handed in for criticism.

Courses 1, 2, 3, 4, are required for the degree of Bachelor of Arts and of Bachelor of Letters; 5 and 6 are elective for Master of Arts.

II. LATIN.

Professor Sharp.

There are in Latin a preparatory class and six College courses.

Students applying for admission to any Course must be prepared to give evidence of sufficient acquaintance with the work of preceding Courses. Exercises in translating from English into Latin are required at least once a week; also occasional written translations from Latin into English. For each Course, selections are made for parallel reading from the authors read in that Course.

The Introductory Class has been organized for the benefit of pupils not far enough advanced for admission to the regular College Courses. For entrance to this Class, an accurate knowledge of the Latin forms is required, and some experience in translating from Latin into English, and from English into Latin.

Introductory Year.

First Term.—Bingham's Grammar (McCabe); Selections from Cæsar and Sallust. Five times a week.

Second Term.—Bingham's Grammar completed; Selections from Curtius and Ovid; Creighton's History of Rome. Five times a week.

COLLEGE COURSES.

Course 1.—Gildersleeve's Grammar, and Exercise Book; Cicero's Orations; Cicero's Selected Letters. Three times a week.

Course 2.—Grammar (Prosody, with careful study of Dactylic Hexameter) and Exercise Book; Virgil's Æneid and Pastoral Poems. Three times a week.

Course 3.—Grammar (Syntax) and Exercise Book; Livy; Pliny's Epistles. Three times a week.

Course 4.—Grammar (Prosody, and the Study of Lyric Poetry, with written exercises in application of the rules and principles of Latin versification); Bender's Roman Literature; Odes, Satires, and Epistles of Horace; Selections from Cicero's Philosophical Writings. Three times a week.

Course 5.—Original Exercises; Tacitus, Selections from the

Annals, or the Germania and the Agricola; Seneca's Epistulæ ad Lucilium; Peck's History of the Latin Language. Three times a week.

Course 6.—Original Exercises; Juvenal; Plautus; Peck's History of the Latin Language. Three times a week.

In Courses 5 and 6, special attention will be directed to the acquisition of readiness in translation at sight. The general history and development of the language, and its relation to other languages, as discovered and presented in modern philology, will be carefully taught.

Courses 1 and 2 are required for the Degree of Bachelor of Letters; Courses 1 to 6 are required for the Degree of Bachelor of Arts.

III. GREEK.

Professor Sharp.

The same methods will be employed as in the Courses in Latin. Weekly exercises are required in all the Courses.

One year is spent in introductory work. No previous knowledge of the language is necessary for admission, but applicants will be expected to have learned as much Latin as is comprised in the first two College Courses of that subject.

Introductory Year.

Fall Term.—Harkness' First Greek Book; The Greek in English (Goodell); Mahaffy's Old Greek Life. Five times a week.

Spring Term.—First Greek Book (completed); Xenophon's Anabasis; Fyffe's History. Five times a week.

COLLEGE COURSES.

Course 1.—Goodwin's Grammar (to the Verb); Xenophon's Memorabilia of Socrates (Winans); Mahaffy's Old Greek Education. Parallel, Xenophon's Cyropædia in English translation. Five times a week.

Course 2.—Goodwin's Grammar (to Syntax); Lysias (Whiton); Jebb's Greek Literature. Parallel, Selections from English trans-

lation of Plutarch's Lives; Essay on Contrasts Between Greek and American Education. Five times a week.

Course 3.—Goodwin's Grammar (completed); Jones' Exercises in Greek Prose; Homer's Iliad (Keep). Parallel in English translation, Trial and Death of Socrates (Church), and Defense of Socrates. Three times a week.

Course 4.—Grammar reviewed; Jones' Exercises in Greek Prose; Herodotus, Expedition of Xerxes; New Testament in Greek (Westcott and Hort). Parallel, Xenophon's Memorabilia, Books III and IV in English, with Essay. Three times a week.

Course 5.—Sidgwick's Greek Prose Composition; Demosthenes, Thucydides. Parallel in English, Prometheus Bound, of Æschylus; Medea or Alcestis, of Euripides; Hesiod's Works and Days. Three times a week.

Course 6.—Prose Composition; Sophocles; Plato's Phædo. Parallel in English, Selections from Plato's Republic, and Ethics; Aristotle on the Art of Poetry. Three times a week.

Courses 1 and 2 may be substituted for German in the Degree for Bachelor of Letters; Courses 1 to 4 may be substituted for French and German in the Degree for Bachelor of Arts. Courses 5 and 6 are elective for the Degree of Master of Arts.

IV. GERMAN.

Professor Armstrong.

To enable those who have not previously had instruction in German to enter the College Course, an Introductory year is provided. In this year, forms and elementary syntax are taught, and two or three hundred pages of easy German are read. Here, as well as subsequently, exercises are written at least once a week, sometimes oftener; and especial attention is given to making an idiomatic English translation. It is the aim of the College Courses, first, to secure thorough knowledge of the syntax and a good vocabulary; next, appreciation of style, and of German life and thought. Students are encouraged to acquaint themselves, as far as possible, with the literature itself.

Introductory Year.

First Term.—Otis's Elementary Grammar; Joynes's Reader.

SECOND TERM.—Grammar completed; Reader; Easy Texts for Parallel Reading. Three times a week.

COLLEGE COURSES.

COURSE 1.—Whitney's Compendious Grammar; Bernhardt's Novelletten Bibliothek, I.; Schiller's Wilhelm Tell; Parallel; Life among the Germans.

COURSE 2.—Grammar completed; Prose Composition; Selection from Auerbach; Nathan der Weise; Parallel. Three times a week.

COURSE 3.—Deutsche Redekunst; Faust, Part I.; Parallel.

COURSE 4.—Outline of Literature; Translations from Contemporary Writers. Three times a week.

The four Courses are required for the degree of Bachelor of Letters, and may (with Courses 1 and 2 in French) substitute the requirements in Greek for Bachelor of Arts.

V. FRENCH.

PROFESSOR SMITH.

COURSE 1.—Marchand's Grammar; Super's French Reader. Weekly exercises. Three times a week.

COURSE 2.—Grammar; Crane & Burus' Tableaux de la Revolution Francaise; Super's Historical Reader; Montgomery's Leading Facts of French History. Weekly exercises. Three times a week.

COURSE 3.—Grammar completed. Weekly exercises. Crane's Société du XVII. Siècle; Molière. Three times a week.

COURSE 4.—Crane's Romantisme Francaise; Racine, Molière, Corneille; Marchand's Literature; Spiers & Surenne's Dictionary. Practice in conversational French. Three times a week.

The four Courses are required for the degree of Bachelor of Letters, and may (with Courses 1 to 4 in German) substitute the requirements in Greek for Bachelor of Arts.

VI. PHILOSOPHY.

President Smith.

Course 1.—Logic; Ethics. Four times a week for second term.

Text-Books: Jevon's Lessons in Logic; Hopkins' Law of Love.

[Students taking this course must have completed Course 1 in Psychology, which is given the first term.]

Course 2.—Political Economy; History of Philosophy; Natural Theology. Two recitations a week for the first term.

Text-Books: F. A. Walker's Political Economy; Flint's Theism; Lectures.

VII. MATHEMATICS.

Professor Parrish.

The work of this department is designed to develop in the student the power and habit of original thought in construction as well as in verification, and to give an accurate knowledge of the fundamental truths of Pure Mathematics. In all the classes, original work is emphasized and examinations are shaped so as to test the power rather than the knowledge of the student. The method of teaching varies with the character and grade of the subject. Text-books are prescribed, but free use is made of other texts and exercises so as to accustom the student to different methods of expression and demonstration. The subjects of the lower classes are kept parallel, thus giving as long a time as possible for the operation of the peculiar discipline afforded by each.

Students entering Course 1, outlined below, will be expected to furnish satisfactory evidence of a thorough knowledge of Elementary Algebra and of work in Geometry equivalent to the first two books of Wentworth's Plane Geometry *including* the theorems and problems for original demonstration and solution. Because of the large number of students applying for admission without adequate preparation, for them, one year of work in Elementary Algebra and Geometry has been arranged.

INTRODUCTORY CLASS.

Elementary Algebra and Geometry. The class meets five times a week for two terms.

Text-Books: Wentworth's Complete Algebra; Hill's Geometry for Beginners; Wentworth's Plane Geometry.

COLLEGE COURSES.

There are eight Collegiate Courses in Mathematics, as follows:

Course 1.—Higher Algebra and Plane Geometry. The class meets five times a week during the first term. In addition to the regular class work, written exercises are handed in weekly. In Geometry the power of original demonstration is the main result sought, and the work from the beginning is shaped toward that end.

Text-Books: Wentworth's College Algebra; Wentworth's Plane and Solid Geometry.

Course 2.—Higher Algebra, including the elements of Determinants; Solid Geometry. The class meets five times a week through the second term. The line of work is the same as that indicated in Course 1.

Text-Books: Those indicated in Course 1, with the addition of Peck's Determinants.

Course 3.—Plane and Spherical Trigonometry with applications.

The class meets four times a week for three months of the first term. Written exercises are handed in weekly.

Text-Books: Newcomb's Plane and Spherical Trigonometry; Newcomb's Logarithmic Tables.

Course 4.—Analytical Geometry of two Dimensions. The class meets four times a week, from January 1st to June 15th. In addition to class work, written exercises are handed in weekly.

Text-Book: Puckle's Conic Sections.

Course 5.—A brief course in Solid Analytical Geometry.

Text-Book: C. Smith's Solid Geometry.

Course 6.—Differential Calculus with applications. The class meets three times a week, and in addition to this hands in written work twice a week.

Text-Book: Todhunter's Differential Calculus.

COURSE 7.—Integral Calculus with applications. The class meets three times a week during the second term, and hands in written work twice a week.

Text-Book: Todhunter's Integral Calculus.

COURSE 8.—A course of parallel Mathematical Reading.

Any student desiring admission to advanced standing must come prepared to show thorough knowledge of all the work preceding that desired.

Courses 1, 2, 3 and 4 are required for the degree of A. B., and courses 1 and 2 for B. L. 5, 6, 7 and 8 are elective. Upon the completion of the eight courses a deploma in Mathematics will be given.

VIII. PHYSICS AND ASTRONOMY.

PROFESSOR MARTIN.

INTRODUCTORY.

For the benefit of students who have had no previous opportunity to study Physics, a comprehensive course in Elementary Physics, with laboratory exercises, will be given. No requirements are exacted for admission to this class. A laboratory fee of three dollars is the only expense connected with the course, in as much as there is no text-book other than the Professor's Syllabus, which will be supplied free.

COLLEGE COURSES.

COURSE 1.—*Physics.*—This course embraces: Mechanics of Solids, Liquids and Gases; Sound; Heat; Light; Electricity. Instruction will be given by recitations and laboratory work; the student will perform, under the supervision of the professor, a series of experiments designed to illustrate thoroughly the fundamental laws of matter. The class will meet three times a week throughout the year. Candidates for this course are required to have completed Mathematical Course 3, and Chemical Course 1. Laboratory fee, five dollars.

Text-Books: Barker's Physics and Sabine's Physical Measurements.

COURSE 2.—*Astronomy.*—This course is a general one, and concerns the instruments, methods and data of practical astronomical work, with a description of the present state of astronomi-

cal knowledge. Instruction will be given by recitations and observations. The class will meet three times a week during the second half-session.

Candidates for admission to this course are required to have completed Course 1. This course is elective with Chemical Course 4.

Text-Book: Newcomb and Holden's Astronomy.

IX. CHEMISTRY AND GEOLOGY.

PROFESSOR MARTIN.

COURSE 1.—*Inorganic Chemistry.*—Instruction will be given by recitations and laboratory exercises daily during the first half-session. Laboratory fee, five dollars.

Text-Book: Remsen's Inorganic Chemistry.

COURSE 2—*Qualitative Analysis.*—Instruction will be given by recitations and laboratory exercises daily during the second half-session. Laboratory fee, five dollars.

Text-Books: Caldwell's Chemical Analysis, and Grabfield and Burns' Chemical Problems.

COURSE 3.—*Blow-pipe Analysis, Crystallography, and Determinative Mineralogy.*—Instruction will be given by lectures, laboratory exercises, and recitations daily during the first half-session. Laboratory fee, five dollars.

This course is elective with Biological Course 2.

Text-Books: The Professor's Syllabi, and Brush's Determinative Mineralogy.

COURSE 4.—*Lithology, and Dynamic and Systematic Geology.*—Instruction will be given by lectures, laboratory exercises, excursions, and recitations daily during the second half-session. Laboratory fee, five dollars.

This course is elective with Physical Course 2.

Text-Book: Winchell's Geological Studies.

Courses 2, 3 and 4 presuppose, in each case, all the preceding courses. In addition, candidates for Course 4 are required to have completed Physical Course 1.

X. BIOLOGY.

Professor Martin.

INTRODUCTORY.

(*a*) *Anatomy, Physiology and Hygiene.*—This course is arranged for the benefit of those students who have lacked previous opportunity for a proper prosecution of these subjects. Instruction will be given by recitations from a text-book, and illustrated by reference to an articulated skeleton and models of the human body and its most important organs, together with such laboratory demonstration as the Professor may deem advisable. Three hours a week during the first half-session.

Text-Book: Cutter's Comprehensive Physiology.

(*b*) *Botany.*—This course embraces a thorough mastery of the facts and terms of Structural Botany, together with the study of typical forms in Systematic Botany. The student will analyse from fifty to one hundred plants common to the surrounding country, and will study their habits and characteristics. The class will meet three hours each week during the second half-session.

Text-books: The Professor's Outlines, and Gray's School and Field Book of Botany.

COLLEGE COURSES.

Course 1.—*General Biology.*—Instruction in this class will be given by means of (1) Lectures, and (2) Laboratory Work.

(1) *Lectures.*—Three hours a week throughout the year. This course will embrace comparative study of living things—animal and vegetable. Beginning with such simple microscopic organisms as the Yeast plant and the Amœba, the student will be led to consider types of the great classes of the animal and vegetable kingdoms until she reaches such a complex organism as a common flower, the bean plant or the buttercup, and a typical mammal—the rat or rabbit. The work of the year will close with the study of Embryology and Botany. In the former, the development of the chick will be taken as a type; in the latter, special attention will be paid to the methods of collecting, preserving, and classifying specimens.

(2) *Laboratory Work.*—Four hours per week in two periods of two hours each on consecutive days. The student will be required in the laboratory to confirm, by her own observations, the facts and laws taught in the text-books and lectures. The student thus becomes familiar with the use of the microscope and with those forms of living things which serve as illustrations of the great biological laws. Frequent excursions will enable her to become acquainted with the methods of collecting plants and animals, the identification of species and the classification and arrangement of an herbarium. Laboratory fee, five dollars.

This Course is elective with Chemical Courses 3 and 4.

Text-Books: Parker's Lessons, and Dodge's Practical Biology.

Course 2.—*Physiology.*—This class meets three times a week during the first half-session. Instruction will be given by lectures, laboratory work, and recitations. The student will be afforded opportunity to become acquainted with the details of microscopy and with the methods of experimental physiology. Candidates for this course are required to have completed Course 1, and Chemical Course 1. Laboratory fee, five dollars.

Text-Book: Martin's The Human Body.

XI. PSYCHOLOGY AND PEDAGOGY.

Professor Parrish.

The work of this department is designed mainly for advanced students who expect to choose the profession of teaching and for teachers already in the field. It is intended (1) to secure for the student a good knowledge of the laws of the human mind and of the correct application of those laws to the Science of Teaching, (2) to develop power and skill in teaching, (3) to lead to the formation of a lofty ideal of the profession of Teaching and a purpose to attain in it a high degree of excellence. It is not claimed that the study of Pedagogy will make good teachers of incapable persons, but it is believed that a careful study of the Science and Art of Teaching will give to those who have a natural fitness for the profession a degree of efficiency which they could otherwise gain only by many years of experience, and that it will make their advancement much more certain and rapid.

COURSE 1.—*Psychology.*—The class meets four times a week for the first term. Frequent written exercises are required. The course includes a brief study of the elemental mental processes, together with their main compounds. The truth sought is arrived at largely by simple experimentation and introspection, supplemented by lectures, but a full course of parallel reading is required. No special text-book is used, but, following the professor's syllabus, the students read and discuss several different authors.

COURSE 2.—*Theoretical Pedagogy.*—The class meets three times a week during the first term. The work consists of lectures from the professor, with recitations, essays and discussions from the students. The aim of the course is to give an intelligent understanding of the principles which underlie the Science and Art of Teaching.

Text-Books: Compayre's Lectures on Pedagogy; Lange's Apperception; Fitch's Lectures on Teaching; Spencer's Lectures on Education.

COURSE 3.—*History of Education.*—The class meets three times a week during the second term. In addition to the texts studied a full course of parallel reading is given.

Text-Books: Painter's History of Education; Compayre's History of Pedagogy; Quick's Educational Reformers. The parallel readings will include selections from a number of the best educational writers.

COURSE 4.—*Practical Pedagogy.*—The class meets three times a week for the first term. The aim of the course is to give the students an opportunity to observe correct teaching of all grades and such practice in lesson-making and lesson-giving as shall test their power to apply the principles studied in the theoretical course. The work of Course 4 will cover observation and practice in primary and grammar grades. The best methods of teaching the different subjects given in these grades will be considered and suggestive courses in each left in the hands of the students.

COURSE 5.—*Practical Pedagogy.*—A continuation of course 4. The class meets three times a week for the first three months of the second term. The work of this course concerns special method in High School and College teaching. Each student will be required to prepare and give, in the presence of the professor and the class, lectures on subjects assigned by the professor.

COURSE 6.—*School Management.*—The class will meet three times a week during the last two months of the second term. The work will consist of lectures by the professor, recitations and essays on the part of the student.

Text-Book: White's School Management.

COURSE 7.—*Advanced Psychology.*—Four hours a week for one term. This work will consist of lectures by the professor, experimental work on the part of the students and parallel reading from prescribed authors.

In addition to the courses in Psychology and Pedagogy, various academic courses have been arranged with special reference to the wants of teachers.

Among these are (1) Higher Arithmetic taught from the teacher's standpoint, and with constant reference to the best method of teaching this very important branch of mathematics; (2) Industrial Drawing; (3) Physiology and Hygiene; (4) Zoology and Botany; (5) Grammar and Composition.

XII. ELOCUTION.

PROFESSOR STROTHER.

Special Elocution.

COURSE 1. Training to secure habits of Attention and Observation; Development of Perception and Conception in Reading.

COURSE 2. Physical and Vocal Gymnastics; Correct Bearing and Breathing; Air, Diet, Dress; A sound voice in a sound body.

COURSE 3. Voice Culture, for Purity, Power and Resonance; Phonologic Drill, for Precision in Articulation.

COURSE 4. Melodic Development, for Modulation and Tone Color; presentation of classic extracts, for the application of foregoing Principles of Expression.

COURSE 5. Action according to the Delsarte System; Shakespeare's Plays, for Dramatic Analysis, Character Study, Tone and Action.

COURSE 6. Study of the reciprocal relations between the forms of Rhetoric and the forms of Elocution, as shown in the art of men of letters and orators in all ages; The Lives, Times and Art

of the Seven Great Orators of the World. Original essays, on two subjects:

(1) Elocution as a Science and a Fine Art.

(2) Expression: Its Function in a Liberal Education.

General Elocution.

Course 7. Every pupil in the College may have practical instruction in Expression, free of charge, and all are encouraged to take advantage of instruction and practice in this Department.

One period per week will be given to this work, the instruction being graded according to the English course.

Text-Books: Professor's Notes, Fulton and Trueblood's Practical Elocution, Brown's Synthetic Philosophy of Expression.

XIII. MUSIC.

I. INSTRUMENTAL.

1. Piano-Forte—Professor Adams.

This course is divided into eight grades, Preparatory, Junior, Intermediate, and Senior, which are included in four sessions.

The following are the general divisions of the work:

(*a*) Technical studies from the works of Plaidy, Wm. Mason, Petersilea and others.

(*b*) Etudes for the further cultivation of technique and taste; sight-reading from the works of Lemoine, Kohler, Czerny, Bertini, Burgmuller, Duvernoy, Lœschhorn, Heller, Harbebier, Clementi, Moscheles, Kullak, Liszt, and others.

(*c*) Selections from the works of Bach, Handel, Haydn, Mozart, Clementi, Kuhlau, Dussek, Beethoven, Schubert, Schumann, Mendelssohn, Chopin, Liszt, Reinecke, etc., to which will be added brilliant and popular pieces by the best modern composers.

2. Violin—Professor Scheihlmann.

II. VOCAL MUSIC.

Professor Scheihlmann.

The instruction in Vocal Music is in accordance with the most approved methods. Special courses are provided with a view to

the most careful and thorough training of the voice, embracing every detail necessary to accomplish the end in view, and prepare the pupil to appreciate and interpret intelligently the works of the best composers.

Solo singing; Class singing; Sight reading; Vocal culture.

III. THEORY OF MUSIC.

PROFESSOR SCHEHLMANN.

Harmony; Composition; Counterpoint; Professor's Lectures.

XIV. ART.

PROFESSOR SMITH.

The purpose of the School of Art is not only to give the student a knowledge of Drawing and Painting, but to develop their power of observation and application of the true and beautiful and to give them a valuable mental development. The method is the same as that used now in the best art schools, such as the Art Students' League, of New York, and the Académie Julian, in Paris, France, where the instructor received her art education.

COURSE 1.—Drawing from objects and casts.

COURSE 2.—Drawing from casts—heads, busts, full-lengths and life.

COURSE 3.—Drawing heads from life, draped models. Painting from still-life. Composition.

COURSE 4.—Drawing from life Painting from still-life. Composition. Outdoor Sketching.

COURSE 5.—Painting from life. Drawing in pastel. Composition. Outdoor sketching.

Painting can be done either in Oils or Water Colors.

Instruction will be given in China painting if desired.

The above courses ordinarily require four sessions; but the instruction is given personally to each student, therefore by special application and talent the course may be finished in less time.

XV. PHYSICAL CULTURE.

Miss Hunt.

In this department the general aim shall be to secure that perfect condition of body conducive to its best use in every day life. Specific aims are—health, good bearing, symmetrical development, grace, a good speaking voice. Both Delsarte and Ling systems are used.

Gymnasium with modern apparatus.

Miscellaneous Information.

BUILDINGS.

The buildings have been designed after careful consideration of the needs, present and prospective, of a completely equipped college, based upon knowledge of some of the best college plants in Virginia, and special examination of the buildings and equipments of the leading Northern colleges for women. Lecture Rooms are provided for the Languages, (Ancient and Modern,) the Natural Sciences, Mathematics, Philosophy, Music and Art; Laboratories for Chemistry, Biology, and Physics; Gymnasium and appliances for Physical Culture; Astronomical Observatory, Chapel, Dining Hall and Dormitories, all heated, lighted and ventilated after approved modern plans, and upon a scale, probably, not heretofore attempted in the South.

ENDOWMENT.

In order to put the institution upon an equal footing with the colleges with which it is to compare, it was determined that it should be endowed, and $100,000 has been secured and set aside as a nucleus for that purpose. This endowment, which we trust will soon grow to $500,000, has enabled us to secure professors of high ability and scholarship. As means increase, loan funds, scholarships, fellowships, and other aids will be provided, to assist capable students of limited means to secure the advantages of the College.

COURSE OF STUDY.

The course of study leading to the A. B. degree is identical with that of Randolph Macon College, at Ashland, Va., for young men, and the requirements for admission and for graduation are also the same.

In addition to the Academic Courses, Departments of Pedagogy, of Music, and of Art have been established. Elective Courses, leading to the A. M. degree, are provided as at the college at Ashland.

Selections from this course, giving equally thorough but less extensive drill in Mathematics, and embracing Music or Art and Modern Languages, will secure the degree of Bachelor of Letters.

The Board of Trustees hope and believe that this effort to provide in the South an endowed college for our young women, to rank side by side with the excellent colleges for males which have won for Virginia so enviable a reputation, will secure the approbation of our people, and enlist their support. It is hoped that the opportunity to measure themselves by this standard will be to the young women of our Southland an inspiration to higher attainments in scholarship. We seek to have them secure the power of knowledge and the charm of culture, without sacrifice of that modesty and feminine grace for which they are so justly admired.

LOCATION.

The College Buildings, situated in a spacious campus of twenty acres, occupy a commanding elevation, with picturesque surroundings. Though only twelve minutes' ride by street-car line from the business centre of the city of Lynchburg, the college site has yet the quiet of seclusion and the charm of rural beauty. The Peaks of Otter rise to distant view in the west, while lesser spurs of the Blue Ridge lie around.

MEDICAL SUPERVISION.

Believing that careful, skilled supervision of sanitary arrangements and daily medical attention will greatly conduce to the health of students, we have engaged a physician of repute and experience to take charge of these matters. He will be present each morning to be consulted by any student who may be indisposed, to attend all cases of sickness in the College, and to supervise the sanitary arrangements of the institution. The cost of this medical attendance is included in the published expenses.

ORGANIZATION.

After an experience of many years, during which both methods have been tested, we deem a well-guarded elective system preferable, under existing circumstances, to the curriculum. It affords an advanced student, having special aims, the privilege of pursu-

ing a desired course, and it enables the Faculty to assign suitable work to those who are without uniform preparation, or who cannot remain long enough to obtain a degree.

Instruction is given by text-books and lectures. The effort is made to secure thorough scholarship, and students are retained in lower, or returned from higher to lower classes, until the Professor considers them qualified to advance.

CHOICE OF STUDIES.

Students will be enrolled in appropriate classes after conference with the President and Professors. Each one is required to have not less than fifteen nor more than twenty recitations a week, unless there are special reasons to the contrary, and no study can be changed or discontinued without the consent of the Faculty.

COLLEGE HONORS.

College Honors are Certificates of Distinction in each class for under-graduates, Special Diplomas for graduates in subjects, and Degree Diplomas for graduates in full course.

The degrees conferred are: Bachelor of Letters, Bachelor of Arts, and Master of Arts.

The attainments required to secure these honors are as follows:

I. Certificates of Distinction.—A student making eighty per cent. of the examination values in any course below the highest in any subject will receive a Certificate of Distinction in that course.

II. Special Diplomas.—A student completing satisfactorily the highest course in any subject will receive a Diploma in that subject.

III. Degree of Bachelor of Letters.—A student completing satisfactorily the following Courses will be awarded a Graduate Diploma conferring the degree of Bachelor of Letters: English, French, and German, through Course 4; Latin, Chemistry, and Mathematics, through Course 2, and Music or Art for one session in College; Physics, Biology, Philosophy, Astronomy, Elocution and Physical Culture, through Course 1.

For German, Greek through Course 2 may be substituted.

IV. Degree of Bachelor of Arts.—A student completing the following Courses satisfactorily will be awarded the degree of Bachelor of Arts: Latin through Course 6; Mathematics, English, and German, through Course 4; Chemistry, and French, through Course 2; Psychology, Physics, Astronomy, Biology, and Elocution, through Course 1; Philosophy through half of Course 2; Physical Culture for one session.

In this Degree the following elections are allowed:

1. For French and German may be substituted Greek through Course 4.
2. For half of Course 2 in Philosophy, Course 2 in Pedagogy.

V. Degree of Master of Arts.—For this degree the student must have completed the course for the Bachelor's Degree and any four additional graduating courses.

EXAMINATIONS.

There are two examinations, conducted in writing, one at the close of the half-session in February, the other at the close of the session in June. A student who fails to pass an approved examination loses her right to advance to a higher class.

REPORTS.

A report of the standing of each student is made to the parent or guardian at the end of every five weeks during the session, and such special remarks will be appended as each case may demand.

GOVERNMENT.

Young ladies boarding in the College will be treated as daughters of equal maturity in a well-regulated Christian family. It will, however, be borne in mind that they are gathered for nine months for a serious purpose, and the regulations of the College will be such as to protect them from interruption or distraction.

SOCIETIES.

The Washington and Franklin Literary Societies and the College Christian Association are maintained with enthusiasm and success.

FURNITURE.

The College supplies the students' rooms with bedstead, bureau, wardrobe, washstand, chairs, mattresses, pillows and crockery. Each student should bring with her sheets, blankets, a counterpane (size No. 10x10), pillow-cases (size 30x24 inches) and towels; also her own marked napkin ring and any other articles of use or ornament desired for her room, such as knife, fork and spoon, pictures, &c.

No article will be received for the laundry which is not plainly and indelibly marked.

CHRISTMAS.

We fully sympathise with the sentiment that calls for a family re-union at Christmas; but time lost at this period, while the classes are advancing, will cause serious embarrassment to the student, and may even result in failure at the Intermediate Examinations, and consequent discouragement throughout the remainder of the session. Parents are, therefore, earnestly requested to see that their daughters return to College by the end of the holiday during which the exercises are suspended.

EXPENSES.

HALF-SESSION.

For Board, Washing, Steam heat, Gas and Tuition (except in Music and Art) per half session,	$115 00
Medical attendance (required),	5 00
Music—Instrumental—Piano, according to grade,	25 00–40 00
Vocal, Private Lessons,	30 00
Class Singing, in Class of 4–6,	15 00
" " " " 8–10,	12 00
" " " " 12–18,	10 00
Theory: Harmony, Counterpoint, Composition, in Class of 4–6,	20 00
Use of Piano—One hour daily,	5 00
Art—Course I,	10 00
Course II,	15 00
Courses III and IV,	20 00
Course V,	25 00
Special Elocution,	10 00–20 00
Gymnasium fee,	5 00

Fees payable at the beginning of each half-session.

We are enabled to offer the superior advantages of the College on the terms above-given, only from the fact that the gift of buildings and endowment is equal to an annual contribution of $10,000, of which our patrons receive the benefit.

THIS IS THE ONLY ENDOWED COLLEGE FOR LADIES IN VIRGINIA.

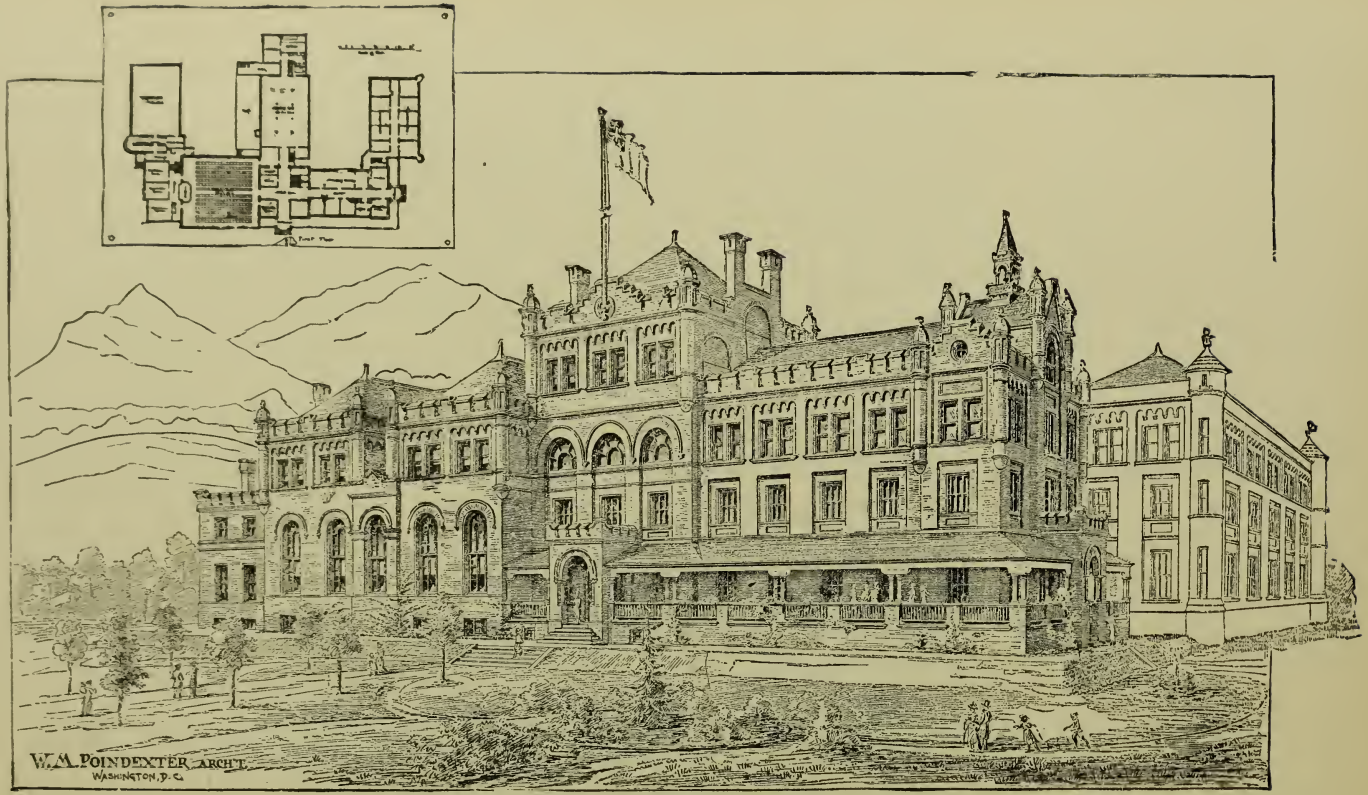
The next session begins Thursday, September 13th, 1894.

To the Wise Philanthropist.

The friends of the higher education of woman are earnestly requested to consider the claims of Randolph-Macon Woman's College upon their generosity. It has laid the foundation of a true college for women, broad and deep. Sufficient endowment has been secured to assure its permanence. To this benefactors may add with confidence that their gifts will not be wasted. Each contribution is made more effective by those that have preceded it, and in turn enhances their value. We ask for (1) $100,000 additional endowment; (2) one hundred scholarships of $100 each to aid needy and deserving students; (3) $10,000 for additions to library and apparatus. Will not the friends of Education in the South unite to build upon this foundation a worthy rival of Vassar and Wellesley, equalling them in facilities for culture, while preserving the Southern type of womanhood.

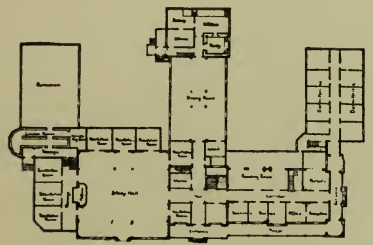
Donations should be addressed to the President. Devises and bequests should read:

"I give and bequeath to the Trustees of Randolph-Macon College, for the benefit of Randolph-Macon Woman's College, &c."



RANDOLPH MACON ACADEMY.

Bedford City, Va.



[VIEW FROM THE NORTH-EAST]

W.M.POINDEXTER ARCH.T
WASHINGTON DC.

RANDOLPH MACON ACADEMY.

FRONT-ROYAL VA.

Other Randolph-Macon Institutions.

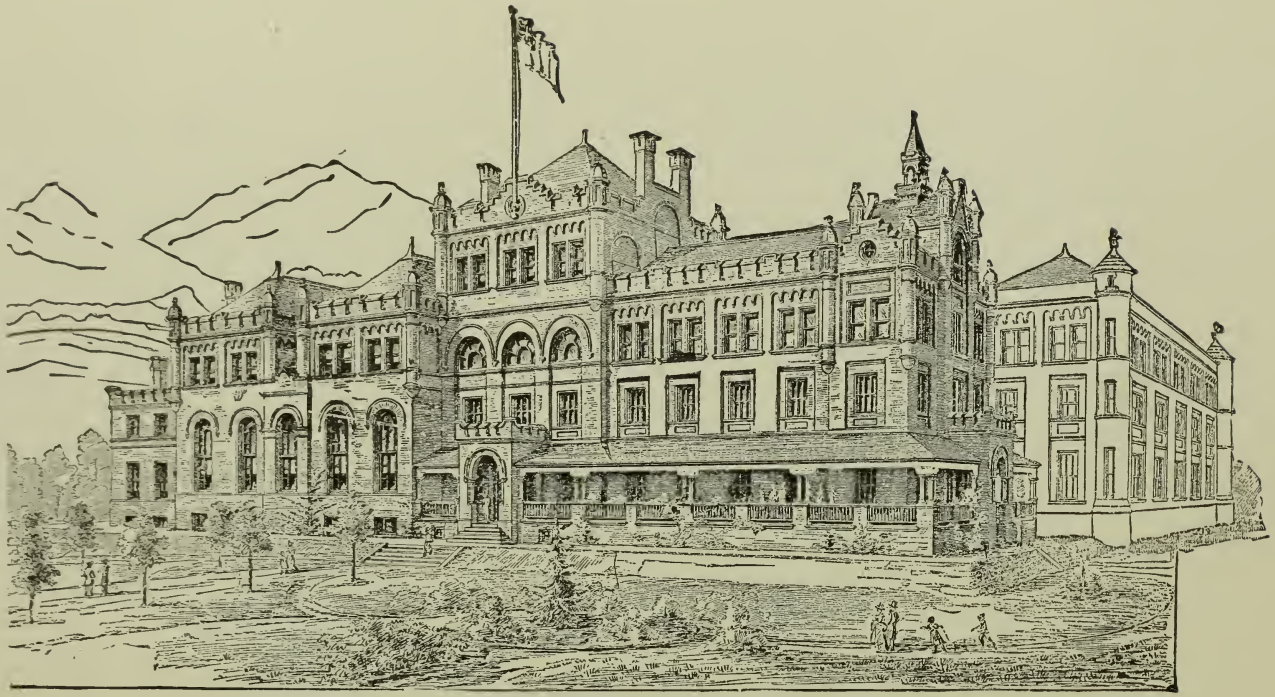
Randolph-Macon Woman's College is one of four educational institutions owned and conducted by the same corporation. The other three are:

1. Randolph-Macon College, Ashland, Va., Rev. John A. Kern, D. D., Vice-President, enters upon its sixty-third year, September 21st, with enlarged facilities. Full college course. Fifteen officers and professors. Science Hall, with new Laboratories and Observatory. Department of Physical Culture under skilled instructor. Hot and Cold Water Baths. For catalogue, apply to Capt. Richard Irby, *Secretary*, *Ashland*, *Va.*

2. Randolph-Macon Academies, at Bedford City and Front Royal, prepare for any college or university, or for business. Both eligibly located. The buildings, with grounds, etc., at each place, are worth $100,000, and are unequalled in the South. Heated by steam, lighted by electricity; bath-rooms, with hot and cold water, on every floor; single beds; single desks. Classes limited to fifteen pupils. Splendid gymnasiums. Rates low. The officers are:

Bedford City Academy, A. M. Hughlett, A. M., and E. Sumter Smith, Principals. For catalogue, with full particulars, address Principals R.-M. Academy, Bedford City, Va.

Front Royal Academy, Rev. B. W. Bond, D. D., Principal. For catalogue, with full particulars, address Principal R.-M. Academy, Front Royal, Va.



RANDOLPH MACON ACADEMY.

Randolph-Macon

Academy,

Bedford City, Virginia.

1893-'94.

1894:
MARSH PRINTING COMPANY,
BEDFORD CITY, VA.

Randolph-Macon Academy,

BEDFORD CITY, VA.

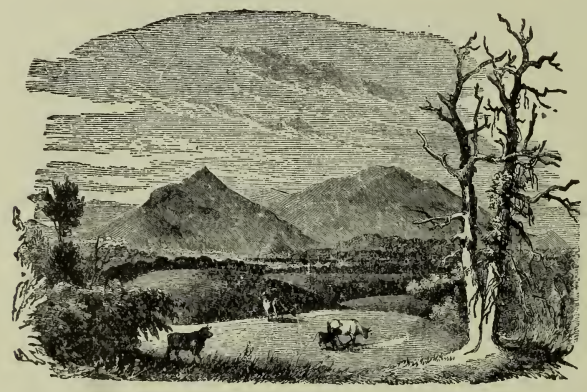
RANDOLPH-MACON ACADEMY is an effort at a distinct advance in educational enterprise in the South.

Its Field. It is distinctively an Academy, with no ambition to be a college in name, or to do college work in fact, but, choosing for itself the field between the preparatory home school and the real college course, it purposes to prepare youths for college or university, under the most wholesome moral influences.

Remembering, also, that a majority cannot, or will not, prosecute their education to a college degree, and that their entire educational preparation for life will be completed at the Academy, we have added to those studies strictly required for satisfactory entrance at college such extensions or practical applications of the previous work as will, in our judgment, best complete their equipment for business life.

The Purpose. Believing this to be a most important work, and worthy of as much care and effort as that of a college or university, the projectors of Randolph-Macon Academy determined to plan an institution to do it as perfectly as human fallibility would allow. The question of expense was not allowed to thwart their purpose. The garment was not to be "cut according to the cloth," but cloth was to be procured sufficient to make the desired garment. An academy was to be built which would lack nothing that seemed important for the work proposed. They undertook to find, not merely a good site, but the best that patient study of desirable locations in Virginia

should disclose; to secure not merely a good plan, but the best the architectural talent of the United States could furnish; to have the building erected in the best possible manner; to arrange a plan of instruction and administration thoroughly adequate to the end proposed; and to provide, with all the diligence in their power, the best corps of instructors to carry out their purpose of making an ideal school.



PEAKS OF OTTER.

Location. The Academy is situated in that favored section of Piedmont, Va., on the Norfolk and Western Railroad, midway between Lynchburg and Roanoke, and within half a mile of the Post Office, Telegraph Office, and business houses of Bedford City, with which it is connected by telephone; four daily passenger trains stop at the new depot adjoining the Academy grounds, and make connection with the Richmond & Danville, Chesapeake & Ohio, and other systems. The grounds comprise thirty acres, ascending from the railroad to a commanding crest, upon which the buildings are located. On all sides a panorama of beauty spreads out before the eye, dominated by the majestic Peaks of Otter, nine miles distant. From the celebrated Peaks' Spring, high up on its sides, pipes convey that pure and delightful water to each floor of the Academy building.

The Building. The attractiveness of the building, upon which $80,000 have been expended, is not exaggerated by the frontispiece. "It is beyond its representation on paper" is the report of a visitor, and this echoes the general opinion of those who have inspected it. "One of the handsomest and most complete in the country;" "A more complete and beautiful building I have never seen;" "A perfect gem;" "The most thoroughly equipped and most modern academy building, to our knowledge, in the United States," are quotations taken almost at random from the accounts written by correspondents for the press. Special features are:

1. THE STUDY HALL, 60x65 feet, 22-foot pitch, with 250 single "Andrews" desks. Here all recitations are prepared, a teacher presides to preserve order, and assists students in their work, during which no classes are heard in the room. From this hall doors open into eight recitation rooms.

2. THE BOYS' "WET-WEATHER PARADISE" is a large semi-basement room, 60x65 feet, which is simply a great play-room, for healthful sports in rainy, muddy wintry weather.

3. THE PHYSICAL-CULTURE WING is a building 40x80 feet, containing a Gymnasium, with "Sargent" Apparatus, bath-room, with hot and cold water, lockers, etc., all in charge of a specially-trained director, who conducts the exercises on scientific principles to develop the body of the student and to give it robustness, symmetry and grace.

4. THE WATER ARRANGEMENTS supply hot and cold water throughout the building, fire-plugs and hose reach to every room on each floor, and fountains embellish the lawn.

5. THE HEATING is done by steam, and fresh warm air is driven by fans through the house, ventilating as well as heating, by the system adopted by the United States Capitol at Washington and considered the best known to our times.

6. THERE IS NO NEED OF AN OIL LAMP IN THE HOUSE. Three hundred Edison incandescent electric lights illuminate the building from basement to garret. This light is steady and uniform, and has been found by actual test to be an excellent one for students. The fact that there will be no smoking wicks nor dingy chimneys to strain the pupil's eye-sight, nor exploding lamps to endanger his life, is of great interest to parents. There is no need of kerosene or match in the building.

7. THE DORMITORIES are high-pitched airy rooms, with windows and transoms, each, without exception, *exposed to the sunshine during some part of the day.* Only two students occupy a room, and each has his separate bed. Infirmary rooms are reserved in suitable places in the house. Each room is furnished with a nice oak set—two single bed-steads, beds and pillows, a bureau, washstand and chairs. Pupils furnish their own blankets, pillow-cases and towels.

8. THE DINING HALL is 40x60 feet, with pantry and store-room adjoining, and the kitchen is fitted with the best "Duparquet" range. The fare is abundant, wholesome, sufficiently varied, properly cooked and nicely served.

9. THE YOUNG MEN'S CHRISTIAN ASSOCIATION HALL is one of the largest and handsomest rooms in the building. About $500 have been expended by the Association in furnishing and frescoing this hall.

10. THE PARLOR, RECEPTION AND DINING ROOMS on the first floor, sufficient to hold all the students at once, show that their social life is not neglected.

A correspondent of a Knoxville (Tenn.) paper writes: "It would be difficult to find or even imagine a more charming site for an institution, and hard to point out any defect in the plan and appointments of the edifice."

Plan. Special features of the school are:

1. That large classes are graded and heard in sections of not more than fifteen pupils.

2. That an extra teacher presides in the Study Hall, to preserve order and assist students in the preparation of their lessons.

This division of classes into sections (requiring more teachers) and the employment of an additional teacher for the Study Hall, add to our expenses, but are necessary to the best results.

Course of Instruction.

The subjects in which instruction is given in the Academy are Orthography, Reading, Geography, Penmanship, English, Latin, Greek, German, French, Mathematics, Science, History, Elocution, Physical Culture, Music and Art.

Orthography.

There are five classes in Orthography. Each class recites five times a week. The course is begun with the simplest words in the language. Careful attention is given to pronunciation and to definition. In the third year the more difficult words are studied, and in the fourth and fifth, a careful study of words derived from Latin, Greek and Anglo-Saxon completes the course.

TEXT-BOOKS:—First and Second Years—Gilbert's "School Studies in Words."

Third Year—Gilbert's "Graded Test Speller."

Fourth and Fifth Years—Swinton's "Word Analysis," Trench's "On the Use of Words," and Webster's or Worcester's Academic Dictionary.

Reading and Geography.

Reading and Geography are completed in one year.

TEXT-BOOKS:—Reading—McGuffey's Fourth and Fifth Readers and Selected Classics.

Geography—Maury's Manual.

Penmanship.

Lessons in Penmanship are given by an instructor. The principles are studied, and every student is required to copy daily from blackboard exercises. As an encouragement to careful practice, the students are given the privilege of exemption from practice as soon as they acquire a *set* legible style, satisfactory to the instructor.

English.

Randolph-Macon College is the pioneer of advanced study of English in the South. The same rigid work in preparatory studies formerly done at the college is continued at the Academy. There are four classes. Each recites five times a week.

First Year.—Students are started in the Parts of Speech, and, during the entire year, are taught "old-fashioned" parsing. They are required to write weekly exercises and to read several English Classics as parallel. The parallel reading for next year will be, "Robinson Crusoe" (DeFoe) and "Legend of Sleepy Hollow" (Irving).

TEXT-BOOK:—Abbott's "Parts of Speech."

Second Year.—Having completed satisfactorily the work of the first year, students take up the study of Analysis. Constant practice in diagramming is required, and the leading principles of Syntax are mastered. Letter writing and work in original composition receive careful attention, and each student has to write at least one exercise a week. These exercises are corrected, returned, and discussed before the class. The parallel reading for next year will be, "Roger de Coverley" (Addison), Franklin's Autobiography, "Lady of the Lake" (Scott), and "The House of Seven Gables" (Hawthorne).

TEXT-BOOK:—Reed & Kellogg's "Higher Lessons in English."

Third Year.—Students continue the study of Analysis, taking up the more difficult constructions. Careful atten-

tion is given to the study of the Participle, of the Infinitive, and of Elliptical Constructions. Selections from the prose of Addison, Macaulay, Scott, and Dickens and from the poetry of Longfellow, Byron, Keats, and Shelley are assigned for written analysis.

Rhetoric is begun and principles studied are applied in frequent written exercises. The parallel reading for next year will be, "Sketch Book" (Irving), "Ivanhoe" (Scott), "David Copperfield" (Dickens), and "Rasselas" (Johnson).

TEXT-BOOKS:—Genung's Outlines of Rhetoric. Notes by instructor.

Fourth Year.—Students complete the work of analysis, analyzing extracts from Shakespeare and other dialogues. Rhetoric is continued, and Shakespeare's plays and English Literature are taken up. Each student is required to write an essay of five pages each month of the first term. The second term is devoted to practical work in Composition, and careful attention is given to the development of style. The parallel reading for next year will be, "Childe Harold" (Byron), "In Memoriam" (Tennyson), "Virginians" (Thackeray), "Adam Bede" (Eliot), and "Gulliver's Travels" (Swift).

TEXT-BOOKS:—Genung's Rhetoric, Genung's Rhetorical Analysis, Meikeljohn's Literature, Strang's English Exercises. Notes by instructor.

Latin.

The same rigid method pursued in English, is pursued in Latin. In the lower classes there is constant drill in forms and frequent written exercises are required to fix the forms. As the students advance, they are carefully drilled in Syntax and in analysis of texts read. There are four classes. Each recites five times a week.

First Year.—Thorough study of Forms, and Reading.

TEXT-BOOKS:—Bingham's Grammar to Syntax. Cornelius Nepos.

Second Year.—Review of Forms, Syntax to subordinate sentences, Reading, and Exercises.

TEXT-BOOKS:—Bingham's Grammar. Cornelius Nepos (completed)

Third Year.—Review of previous work, Syntax completed, Reading and Exercises.

TEXT-BOOKS:—Bingham's Grammar, Daniell's Exercise Book, Cæsar's Gallic War, and Cicero's Orations.

Fourth Year.—Syntax reviewed, Reading, and Exercises.

TEXT-BOOKS:—Gildersleeve's Grammar, Gildersleeve's Exercise Book, Cicero's Orations (completed), Virgil's Aeneid, White's Eng.-Latin Dictionary. Notes by instructor.

Greek.

Greek is taught but one year. Thorough drill is given in forms. The principles of accent and of contraction, and a general course in Syntax are carefully taught. About one hundred and fifty pages of Greek, and English translations of The Iliad and The Odyssey are read. An essay of eight pages on "The Iliad" is required.

TEXT-BOOKS:—Harkness' First Greek Book; Fables; Calvert's Readings in New Testament.

German.

There are two classes in German. Each class meets five times a week.

First Year.—The forms are mastered and the elements of Syntax are studied and applied in semi-weekly exercises. Reading is begun after the twentieth lesson in the Grammar.

TEXT-BOOKS:—Whitney's Grammar, Whitney's Reader.

Second Year.—Syntax is studied in detail and Exercises are written twice a week. Reading is continued. In the second term, special attention is given to the history and to the etymology of the language.

TEXT-BOOKS:—Whitney's Grammar, Goethe's "Hermann und Dorothea;" Schiller's "Jungfrau Von Orleans," Heyse's "Die Einsamen," and "Anfang und Ende;" Goethe's "Faust."

French.

There are two classes in French. Each class meets twice a week.

First Year.—Forms are mastered and Syntax is studied to the Pronoun. Special attention is given to pronunciation and to translation by ear. Exercises are written twice a week, and selections from various authors are read.

TEXT-BOOKS:—Otto's French Grammar, Joynes-Otto's French Reader.

Second Year.—Grammar is completed. Exercises twice a week. Four plays in prose, (selected from the writings of Scribe, Girardin, Labiche, and Martin), "Athalie" (Racine), "Le Cid" (Corneille), and "Le Misanthrope" (Moliere), are read. In the second term, outlines of the history and of the literature of the language are given. Special attention is given to reading and writing French at sight and to translating by ear.

TEXT-BOOKS:—Otto's Grammar, Bocher's "Series of Plays" No. 1, Joynes' "Select Classic Plays."

Mathematics.

Realizing that the study of Mathematics is peculiarly apt to develop the reasoning faculties, the Academy gives most careful attention to this subject in all the branches taught. The most thorough work is required in each lower class, as the condition of entrance into a higher. As a test of thorough acquaintance with principles studied, original work is required both in class and in examinations. There are five classes. Each recites five times a week.

FIRST YEAR.—Wells' Arithmetic.

SECOND YEAR.—Wells' Arithmetic (completed).

THIRD YEAR.—Wells' Higher Algebra.

FOURTH YEAR.—Wells' Plane Geometry.

FIFTH YEAR.—Wells' Algebra (completing Series, Permutations, Combinations, Probability, and Solution of Higher Equations), Peck's Determinants, Wells' Solid Geometry, Wentworth's Trigonometry, Surveying (Lectures), Crittenden's Commercial Arithmetic (special).

Science.

To devolop habits of observation, a liberal course in Science is given; and, as far as possible, original work is

required in the more advanced classes. There are five classes. Each recites five times a week.

First Year.—Easy lessons in Physics, Geology, Botany, Natural History, and Physiology are given.

TEXT-BOOKS:—Bert's First Lessons in Science.

SECOND YEAR. { First Term, Maury's Physical Geography. Second Term, Martin's Physiology (Briefer Course).

THIRD YEAR. { First and Second Terms, Gage's Introduction to Physics.

FOURTH YEAR. { First Term, Remsen's Chemistry. Second Term, Remsen's Chemical Analysis, Laboratory Work.

FIFTH YEAR. { First Term, Young's Government Class Book. Second Term, Walker's Elementary Political Economy.

History.

There are four classes in History. Each recites five times a week. In the more advanced classes, special attention is given to the philosophy of history, and effort is made to develop in students the habit of seeking the causes of events in one age in the events of preceding ages.

TEXT-BOOKS:—

FIRST YEAR. { First Term, Eggleston's History of the U. S. Second Term, Magill's History of Virginia.

SECOND YEAR. { First Term, Montgomery's History of England. Second Term, Montgomery's History of France.

THIRD YEAR. { First Term, Myers' Eastern Nations and Greece. Second Term, Allen's History of Rome.

FOURTH YEAR.—First and Second Terms, Smith's Bible History.

Elocution.

There are two classes in Elocution. Each, next year, will meet twice a week. The work will consist in Vocal Culture, Practice in Orthoepy, in Declamation, and in Gesture. In addition to the regular class work, each student will be required to declaim before his fellow students at least once during the session.

Physical Culture.

Every student, unless prohibited by the resident physician, must take exercise in the gymnasium as long as he remains at school. Exercise is deemed necessary to him, and hence is provided for him. The gymnasium is fully equipped with all necessary apparatus, and a competent instructor directs the exercises. Outdoor sports are encouraged, but are regulated by the director of the gymnasium.

Music and Art.

Music and Art do not belong to the regular Academy Course, but instruction is given on Piano or in Freehand Drawing and in Painting.

Societies. The Washington and the Franklin Literary Societies organized among the students offer incentives and present opportunities for the acquisition of skill in public speaking. Medals and public honors are awarded by each on the public day at the close of the session.

A branch of the College Young Men's Christian Association has been organized and successfully conducted in the School. Regular weekly meetings are held in their commodious room.

Method of Discipline. Without firm discipline, based on strong and clear convictions of right, and administered in the spirit of kindly sympathy, no boarding-school deserves to succeed. The rules of Randolph-Macon Academy are few, and only such as are necessary to the well-being and the success of the student. We seek to enforce them with impartial certainty. Formal rules are not relied upon for the regulation of moral conduct. The broad, general principle that every student is to be a young gentleman of honor, usefulness, and abso-

lute honesty is insisted upon. To develop and foster this spirit among the students, to make the moral atmosphere not only wholesome but invigorating and uplifting, is the first and greatest aim of the Principals and their associates. If any pupils are found to be obstacles to this result, earnest efforts will be directed to their reformation, but will not be long continued if satisfactory results do not show themselves. The contamination of many will not long be risked for the sake of one, and a vicious or idle pupil who cannot be moved to honest effort at self-improvement in a few weeks after his entrance, will be returned to his home, where his influence may be less injurious. Brilliant success is not demanded of pupils, but honest effort is insisted on.

Lest any one should be overlooked, each teacher has special oversight over a portion of the pupils, and is responsible for their diligence of study and propriety of conduct.

Under the general principles outlined above, such specific regulations as may be necessary to good order and good work are prescribed, and kind but effective measures are taken to secure obedience. Demerits are given for lack of punctuality and for disorder. Offences against morals are put upon a different basis. Honor and truth are held sacred, and constantly magnified in the management of the school.

Reports of the conduct and progress in study of the students are sent to their parents and guardians each five weeks of the session.

Students are required to be present at family prayers morning and night, and also to attend on Sunday morning the church preferred by their parents.

Officers and Teachers.

So important a work and so expensive a plant is not to be entrusted to incompetent or inexperienced hands. It has been the policy of the school to secure the best teachers to be had, to pay them liberal salaries, and to reward increased efficiency by increased compensation.

Believing that careful skilled supervision of sanitary arrangements and daily medical attention will greatly conduce to the health of students, we have elected a physician of repute and experience to take charge of these matters. He is present each morning to be consulted by any student who may be indisposed, to attend all cases of sickness in the Academy, and to supervise the sanitary arrangements of the institution. This medical attendance costs each student $2.50 per term, diminishes the apprehensions of parents and teachers, and either prevents serious sickness or limits the expense of it to $5.00 a year.

Special Remarks. Parents frequently say to us, "My boy is too young to leave home," and fond mothers ask, "Who will tuck my boy in at night?" The Academy appreciates the feeling that prompts these questions, and hence has provided that all boys, and particularly the younger, shall have, as nearly as possible, the care of parents. The matron gives careful attention to all their needs, provides delicate food in cases of sickness, sees that the rooms are kept clean and well ventilated, looks after clothing, etc. The ladies of the house strive to make the Academy home-like in every way, and have valuable influence in impressing the boys with the value of gentleness and refinement. The teachers endeavor always to make them feel that honor and integrity of character, that regularity and system in doing all things, that untiring and ceaseless effort in the line of duty are absolutely essential to true success. They try to make boys realize that culture of body and culture of intellect are good, but that culture of heart is better. If any parent does not want his son safe-guarded against evil and exhorted to be noble and manly, let him not send him to the Academy. Boys are not allowed to frequent the town at will; nor to be out of the house at night. Whenever they leave the grounds, they are required to inform the Principal; so that their "whereabouts" are always known.

Catalogue.

SESSION OF 1893-'94.

OFFICERS AND TEACHERS.

GENERAL SUPERINTENDENT:

W. W. Smith, A. M., LL. D., (*President R.-M. College.*)

PRINCIPALS:

A. M. Hughlett, A. M.

E. Sumter Smith, (Grad. Univ. Va.)

INSTRUCTORS:

Chas. D. Ragland, A. M.

Jas. C. Dolly, A. B.

Bolivar C. Nettles, A. B.

George W. Russell, A. M.

Mrs. A. M. Hughlett.

DIRECTOR PHYSICAL CULTURE:

Chas. D. Ragland, A. M.

PHYSICIAN:

R. G. O'Hara, M. D.

MATRON:

Mrs. M. A. Luckett.

CATERER:

J. Gordon Smith.

Roll of Students.

SESSION 1893-'94.

STUDENT.	PARENT OR GUARDIAN.	STATE.
Allen, Brown M.	Mrs. A. M. Allen	Virginia
Anthony, Bernard	J. W. Anthony	"
Ball, Ephraim	Elias Ball	"
Beckley, Stuart H.	Alfred Beckley	"
Blanford, Randolph	D. Blanford	"
Brown, H. Eugene	S. L. Brown	"
Burks, Edward C.	Judge E. C. Burks*	"
Burks, Martin P., Jr.	M. P. Burks	"
Bush, Harry	G. A. Bush	"
Campbell, Nathaniel Henry	R. Kenna Campbell	"
Carter, Rollin	James Mc. Carter	"
Chalmers, Howard	James Chalmers*	"
Coffee, Russell	R. W. Coffee	"
Coffee, Bassett	"	"
Danne, Charles	C. Danne	"
Davis, Joseph S. S.	Rev. W. F. Davis	"
DeShazo, J. Newton	J. C. DeShazo	"
Dolly, David Hough	Rev. S. B. Dolly	Maryland
Doughty, J. B.	J. B. Doughty	Virginia
Downing, Edward A.	John Ames	"
Dunton, Henry	W. T. Dunton	"
Dunton, Devereux	"	"
Felix, Joseph D.	Rev. J. S. Felix	Kentucky
Fitzpatrick, F. Burk		Virginia
Fletcher, Hugh	A. Fletcher	"
Ford, William A., Jr.	William A. Ford	"
Fowlkes, William	Mrs. H. M. Fowlkes	"
Franklin, A. L.		"
Freeman, W. Stanley	John C. Freeman*	"
French, Chapman J.	W. A. French	"

☞ Those marked with * are guardians.

STUDENT.	PARENT OR GUARDIAN.	STATE.
French, W. Augustus, Jr.	"	Virginia
Garland, R. C.		"
Garrison, W. Augustus	Mrs. Clara Garrison	"
Gates, Benjamin	Rev. J. E. Gates	"
Godwin, Pierce	Mrs. C. E. Godwin	"
Gregory, Henry	Rev. W. H. Gregory	"
Gregory, Frank	"	"
Griffin, Malcolm	Samuel Griffin	"
Haden, L. A.	L. C. Haden	"
Hatcher, Richelieu	T. C. Hatcher	"
Hawkins, J. Hamner	N. D. Hawkins	"
Hawkins, Houston H.	S. B. Hawkins	"
Holt, William G.	D. S. Holt	"
Hopkins, J. F.		"
Hunt, Herman	W. Hunt	"
Hunt, Washington, Jr.,	"	"
Hurtt, Charles D.	J. B. Savage *	"
Hyslup, James E.	George W. Hyslup	"
Johnston, Joseph E.	J. W. Johnston	"
Jones, Benjamin L.	Mrs. Jennie Jones	"
Jones, Bruce L.	J. B. Jones	"
Jones, M. Gordon	Rev. T. W. Jones	"
Judd, John W.	Mrs. M. C. Judd	"
Kelley, Charles G.	Abel Kelley	"
Knobeloch, John	Mrs. Caroline Knobeloch	S. C.
Knobeloch, Joseph	Jacob Knobeloch	"
Lipscomb, John B.	Mrs. D. E. Lipscomb	Virginia
Luck, W. E.	E. W. Luck	"
Matthews, Albert C.	Albert S. Matthews	"
McCulloch, J. E.	Benjamin McCulloch	"
McCurtain, George B.	N. B. Ainsworth *	"
McGhee, Benjamin R.	William H. McGhee	"
McGhee, W. B.	"	"
McGill, Alex.	D. S. Morrison *	"
McGill, John D.	"	"
McSparran, F. B.	Rev. J. E. McSparran	"
Meadows, James T.		"
Miles, W. Jay	William H. Miles	"

STUDENT.	PARENT OR GUARDIAN.	STATE.
Moore, Lloyd C.	W. E. Moore	Virginia
Murphy, W. L.	W. J. Murphy	"
Mosby, Hal B.	William H. Mosby	"
Nase, Robert Lee	T. P. Nase	"
Newman, P. D.	T. G. Newman	"
Newbern, J. R.	T. E. Newbern	N. C.
Nussbaum, Herman	Joseph Nussbaum	Texas
O'Hara, James	R. G. O'Hara	Virginia
Owens, J. Herbert	Thomas L. Owens	Maryland
Parr, D. P., Jr. Jr.	D. P. Parr, Jr.	Virginia
Peebles, William S.	J. R. Peebles	"
Peters, J. Marvin	Mrs. S. A. Jones.	"
Phillips, W. T.	T. J. Phillips	Ind. Ter.
Phillips, Charles	"	"
Plunkett, George W.	A. W. Plunkett	Virginia
Ramsey, Winbern	C. D. Ramsey	"
Ramsey, Oscar L.	W. H. Ramsey	"
Rhodes, Robert J.	H. J. Rhodes	"
Richardson, C. B.	Theophilus Richardson	"
Roberts, Joseph H.	H. B. Roberts	"
Rohde, Henry	D. Rohde	S. C.
Rowe, J. N.	J. B. Rowe	Virginia
Royall, W. W., Jr.	Rev. W. W. Royall	"
Saunders, Fleming	F. Saunders	"
Saunders, O. E.	William E. Saunders	Texas
Shearer, L. Cabe	James E. Shearer	Virginia
Shepperd, Hambleton, Jr.	H. Shepperd	"
Skelding, Edward J.	Dr. O. L. Rogers*	"
Skelding, Arthur H.	"	"
Smith, John H. H.	Mrs. F. G. Watts	"
Smith, T. Garnett	"	"
Snead, W. Carl	W. B. Snead	"
St. Clair, Wade	Hon. A. St. Clair	"
Sturgis, William J.	Rev. J. R. Sturgis	"
Tankard, Philip W.	J. R. Tankard	"
Thomas, J. Lewis	J. L. Thomas	"
Thomas, Cabell	J. W. Thomas	"
Thomas, Hiram	H. W. Thomas	"

STUDENT.	PARENT OR GUARDIAN.	STATE.
Thomson, A. Nevette	Mrs. J. C. Thomson	W. Va.
Townsend, William	James Townsend	Ind. Ter.
Traynham, Benjamin L.	Rev. D. J. Traynham	Virginia
Trotman, Percy	T. E. Trotman	"
Vickers, J. C.	A. F. Spicer *	Maryland
Walker, J. Thomas	J. J. Walker	Virginia
Ward, W. P.	Frank P. Christian	"
White Jeb. S.	R. W. White	"
Whitehead, J. Lynn	Jesse Whitehead	"
Williams, Harry	J. P. Irby *	"
Williamson, W. H.	W. L. Williamson	"
Winston, J. W.	W. H. H. Winston	"
Woodhouse, George L.		"

No. Students in	First Form	7
	Second Form	34
	Third Form	47
	Fourth Form	22
	Fifth Form	9
	Total	119

Roll of Honor.

FOR CONDUCT.

The following students, having given no occasion for criticism of their moral conduct, and having received no demerits for tardiness, idleness or disorder during the entire session, are entered upon the records of the Academy as constituting the Roll of Honor for Conduct for 1893-'94:

Downing,
Dolly, D. H.
Dunton, H.
Dunton, D.
Franklin,
Godwin,
Gates,
Gregory, H.
Gregory, F.
Garland,
Hatcher,
Hawkins, H. H.
Hunt, W.
Kelley,
Knobeloch, Joe M.
McCulloch,
McGill, A.
Moore,
Murphy,
Newbern,
O'Hara,
Owens,
Plunkett,
Ramsey,
Richardson,
Roberts,
Shearer,
Smith, J. H.
Tankard,
Traynham,
Vickers,
Walker,
Williams,
Williamson,
Woodhouse.

FOR STUDY.

The following students completed all the work assigned them for the year *with distinction in each class*, and are entered on the Records of the Academy upon the Roll of Honor for Study for 1893-'94:

Anthony,
Beckley,
Campbell,
Coffee, R.
DeShazo,
Dolly,
Fletcher,
Franklin,
Godwin,
Haden,
Hunt, W.
Hyslup,
Judd,
Knobeloch, John
McCulloch,
McGill, A.
McGill, J.
Moore,
Owens,
Peebles,
Ramsey,
Saunders,
Shearer,
Sturgis,
Thomas,
Vickers,
Walker,
Williamson.

SPECIAL SUCCESS.

The following students having passed all their examinations with an average mark of ninety-five per cent., or over, are deserving of special mention:

Dolly,
Franklin,
Godwin,
McCulloch,
McGill,
Owens,
Walker,
Williamson.

BACCALAUREATE SERMON:

REV. E. H. RAWLINGS, Norfolk, Va.

BACCALATREATE ADDRESS:

HON. ED. S. CONRAD, Harrisonburg, Va.

Medalists.

WASHINGTON LITERARY SOCIETY.

Debater . . . . . J. E. McCULLOCH, Virginia
Declaimer . . . . . GEO. W. PLUNKETT, "

FRANKLIN LITERARY SOCIETY.

Debater . . . . . C. J. FRENCH, Virginia
Declaimer . . . . . W. S. FREEMAN, "

Expenses.

For matriculation, board, tuition, light, and fuel, for half session	$103.75
For use of gymnasium	2.50
For Medical attention	2.50
For washing ($0.31¼ per week), half session, 20 weeks	6.25
Total expense for half session	$115.00
Lessons on Piano and use of instrument for half session	$37.50
Lessons in Free-hand Drawing for half session	10.00
Lessons in Oil Painting for half session	22.50

☞Students for the ministry of any evangelical church, and sons of ministers of conferences contributing to the funds of Randolph-Macon, pay $77.50 per half session. All fees payable in advance.

Fees for board, tuition, light and fuel, washing, and gymnasium are refunded if students leave through necessity.

That we are able to offer these exceptional advantages at such prices, is due to the following facts:

1. We have no dividends to pay stockholders on the $100,000 in the plant. The contributions to build the Academy have been without condition.

2. We have no taxes to pay—county, town or State.

3. The officers and teachers are working for a noble purpose, in which their hearts are enlisted, and are willing to do much work for moderate salaries, to place the facilities of the school within reach of the greatest possible number.

Our aim is not to make money, but to establish a great school, and to do the greatest possible good to the largest possible number. We hope to see many benevolences in the form of free scholarships, free libraries, and endowed aids of all sorts gather around the Academy to multiply

its advantages and place them within the reach of all. We shall be glad to become the dispenser of the benefactions of such friends of education as appreciate our enterprise.

Books and Stationery will be furnished at the Academy at publishers' prices. For these a deposit of $10.00 should be made upon entrace. This is held subject to the student's order. To reduce this expense as much as possible, the student should bring with him all the school books he may have, which are likely to be of use.

Clothing, Etc. Ordinary school clothing should be warm, strong and inexpensive. Gymnastic suits for exercise will be bought for students at wholesale cost by the director of the Physical Culture department. *No clothing will be received for the weekly wash which is not plainly marked with the owner's name.*

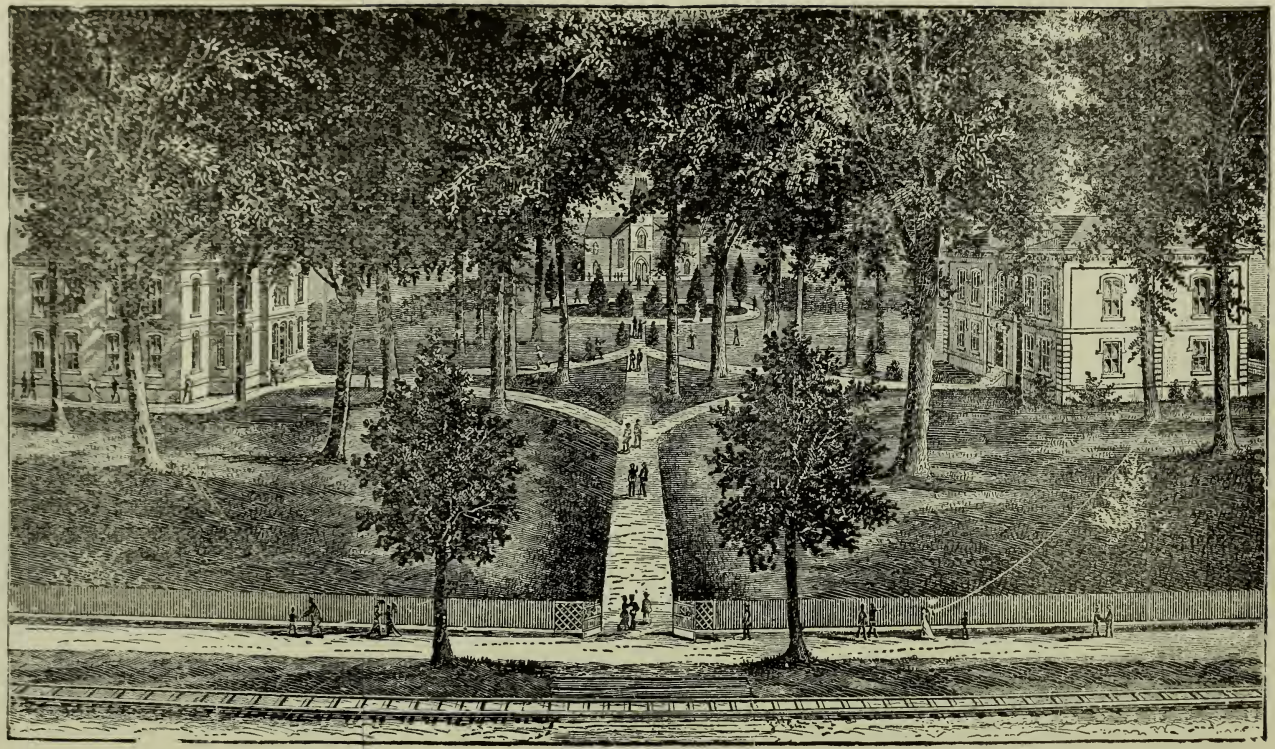
Each student occupies a bed to himself, and should bring with him two pairs of sheets, blankets and bedspread of suitable size for a single bed; also one pair of pillowslips, towels and a clothes-bag.

When desired we will furnish these articles of suitable quality at market prices.

For further information, address

A. M. HUGHLETT, A. M.,

Bedford City, Va.



Randolph-Macon College,

ASHLAND, VA.

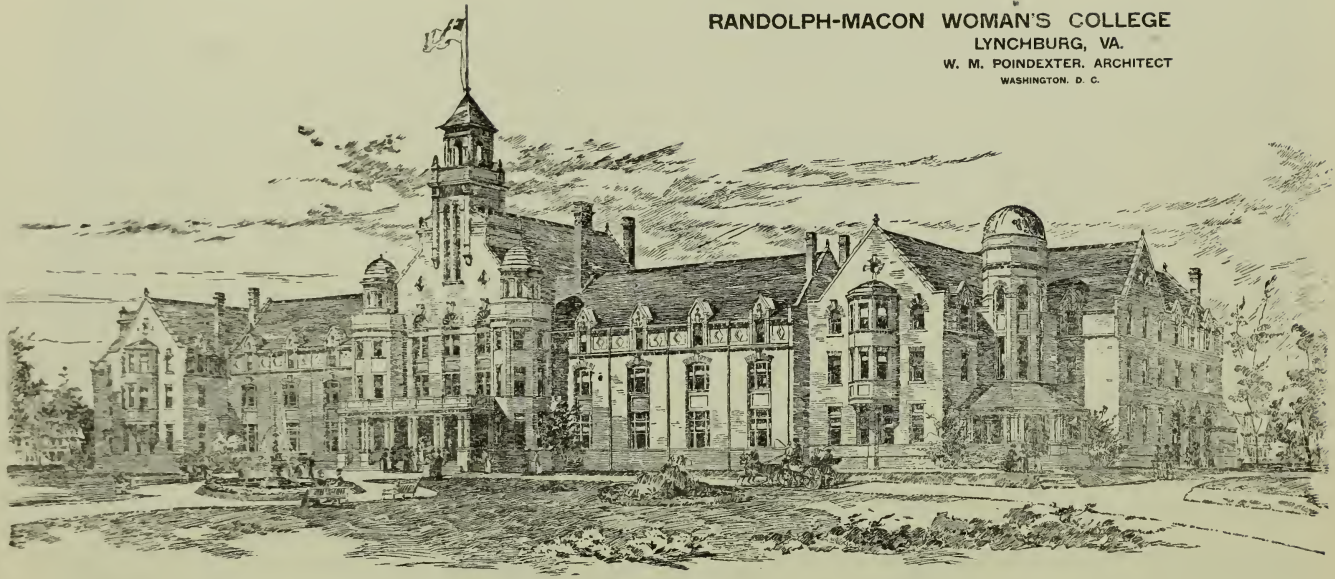
The picture on the opposite page shows a portion of the College Campus and the main buildings.

The next session (the 63d year) will open on the 20th of September, (Third Thursday).

For Catalogue and special information, address

RICH'D IRBY,

Sec'y and Treas., Ashland, Va.



RANDOLPH-MACON WOMAN'S COLLEGE
LYNCHBURG, VA.
W. M. POINDEXTER. ARCHITECT
WASHINGTON. D. C.

The Randolph-Macon Colleges and Academies.

Randolph-Macon Academy, at Bedford City, is one of four institutions belonging to the "Trustees of Randolph-Macon College" and conducted under their auspices. Last session 472 students were enrolled in them. Besides the Academy at Front Royal, which is a duplicate of the one herein set forth, there are:

RANDOLPH-MACON COLLEGE, for young men, at Ashland, Va., and RANDOLPH-MACON WOMAN'S COLLEGE, at Lynchburg, Va. The College at Ashland has won a high position among the best institutions of learning of the country by its successful work for sixty-three years. The new Woman's College opened at Lynchburg, September, 1893, offers the same course and maintains the same standard for young women that the College at Ashland does for young men. It is under the immediate superintendence of the President of the R.-M. system, Dr. Wm. W. Smith.

For Catalogue of R.-M. College at Ashland, address Capt. Rich'd Irby, Sec'y, Ashland, Va.

For Catalogue of R.-M. Woman's College, address Prest. Wm. W. Smith, A. M., LL. D., Lynchburg, Va.

☞ THE RANDOLPH-MACON WOMAN'S COLLEGE IS THE ONLY ENDOWED COLLEGE FOR THE EDUCATION OF YOUNG WOMEN IN VIRGINIA. It proposes to expend annually $10,000 in addition to all fees paid upon the education of its students. It is not conducted to make money, but to give the young women of the South an opportunity to attain the strength of fully developed faculties and charm of high literary culture under environments in harmony with Southern ideals of womanly modesty and grace.

Testimonials.

I. AS TO BUILDING AND EQUIPMENT

Extracts from Published Letters of Editors, Correspondents, and Distinguished Visitors who Have Seen and Written of the Academy.

"No academy with a plan, curriculum, and faculty such as this, ever existed in the South before. Every university and college in Virginia, and the Johns Hopkins University of Baltimore, had official representatives to participate in its dedication, who, with great earnestness, commended the organization of the Academy."—Special Correspondent of the Baltimorean.

"It would be difficult to find or even imagine a more charming site, and it would be hard to point out any defect in the plan and appointments of the edifice."—Correspondent of the Holston Methodist.

"The Rugby of the South. The buildings are among the most perfectly equipped in the United States."—Special Correspondent of the New York Times.

"There is no such institution in the great State of New York, and it is much needed."—Editorial in New York World.

"The handsomest and most thoroughly-equipped academy building in the South."—Editor of Ashland Enterprise.

"The building is one of the handsomest and most complete in this country."—Editor Religious Herald.

"By the establishment of this Academy the future fortunes of Randolph-Macon are assured in this Commonwealth."—Rev. Moses D. Hoge, D. D., Richmond.

"The location is superb, the buildings magnificent."—Correspondent Kentucky Central Methodist.

"It is on a scale so magnificent that Randolph-Macon Academy may well be called the Rugby of the South."—Correspondent of the Shenandoah Herald.

"A more complete and beautiful building I have never seen."—Rev. A. E. Dickinson, D. D., Richmond, Va.

"Randolph-Macon Academy will be a revelation of no small magnitude to many persons."—Correspondent Suffolk Herald.

"A magnificent school."—Correspondent Marion News.

"Randolph-Macon will be the Southern Rugby."—Correspondent Augusta (Ga.) News.

"We do not hesitate to pronounce it the most thoroughly equipped academy building, to our knowledge, in the United States."—Editor Lynchburg (Va.) Advance.

"The situation of the building is incomparable, and perfect equipment, unsurpassed ability and energy in management, and the most favorable natural surroundings that ever blessed an institution of learning, prophesy a great career for Randolph-Macon Academy."—Correspondent Norfolk (Va.) Landmark.

2. CONDUCT OF THE SCHOOL.

As to the satisfaction given parents by the work done, and their opinion of the institution, we refer with confidence to our patrons. From many commendations received from them we select a few testimonials chiefly from those who have taken occasion to visit the Academy and inspect its operations in person.

"My honest conviction, from close observation of the methods of Randolph-Macon Academy, is that the School has no equal in the South."—T. D. Berry, Pres't First National Bank, Bedford City, Va.

"The training is thorough, the methods inspiring, the discipline perfect."—Rev. W. F. Fisher, Bedford City, Va.

"I cannot commend too highly the location of the Academy, and, what especially pleased me, the arrangements for the comfort and convenience of students in your commodious building. Our boy has improved much, both mentally and physically. We shall return him next September."—W. H. Stratton, Cleburne, Taxas.

"I am very much pleased with the progress of my boys, and the care taken of them, and they appear themselves to be enthusiastic about Randolph-Macon Academy. Having visited the institution several times, I am prepared to say the accommodations are of the best, the fare always excellent and well served, and the teachers conscientious and skillful. I expect the Academy to remain in the front of educational institutions."—Rev. W. K. Boyle, D. D., Ed. Epis. Methodist, Baltimore.

"I am a patron of Randolph-Macon Academy, and having visited it and observed its system and management I can heartily commend it to the public."—From W. A. Gault, Esq., Baltimore, Md.

"I am highly gratified at the progress of my sons in study at Randolph-Macon Academy, and am satisfied that due attention is paid to cultivate correct morals and manners along with intellectual training. The appointments of the buildings, after the best models known, and the establishment of a curriculum fully abreast with the highest modern thought and practice, of which I was pleased to learn by careful personal inspection, commend Randolph-Macon Academy to the en-

tire confidence of those having boys to educate, and I believe it will have more applications for admission than it can accept."—From W. H. Case, Esq., Bertha, Va.

"I am more than satisfied; I am delighted with Randolph-Macon Academy. It is to our country what Rugby was to England under Arnold."—From Dr. T. W. Warriner, Crewe, Va.

"I deem it worthy of the patronage of any parent."—Jas. Chalmers, Pres. Farmers' National Bank, Salem, Va.

"I know of no Academy of which so much that is desired can be said. I commend it without reserve."—From E. Dillon, Esq., Indian Rock, Va.

"My son has been a pupil at Randolph-Macon Academy, and I have visited the institution several times during the session and carefully examined into its conduct. I consider it the best institution of its class in the South."—From C. V. Winfree, Esq., Lynchburg, Va.

"I have had a son at Randolph-Macon Academy, and have myself spent two weeks consecutively in the institution with him. The order and discipline maintained among the pupils, and the familiar and friendly relations between them and their teachers, make the School a delightful and happy home for all. The excellent fare and comfortable accommodation furnished cause one to wonder at the prices charged. I regard it as the best School in the country."—From John E. Moore, Jackson, N. C.

"After an experience in, and observation of schools for fifty years, I consider Randolph-Macon Academy the best school in all it undertakes to do I know of."—From Capt. Richard Irby, Ashland, Va.

"I am a patron of Randolph-Macon Academy, and have visited it several times during the past session. I know of no school for boys which in mental and moral training is its equal."—From W. C. Ivey, Esq., of Lynchburg, Va.

"As a patron, and after personal examination, I most heartily recommend Randolph-Macon Acadmy at Bedford City as the very best institution that I have ever known. Students are enthusiastic over the kindness of the teachers and the abundant provision made for their comfort and welfare."—Hon. B. Chambers, Northumberland County, Va.

"Randolph-Macon Academy is the very best constructed, equipped and governed school I know of. It is just the place we have needed for our boys."—From F. W. Maddux, Fauquier County, Va.

"I have had my son at the Randolph-Macon Academy for the past ten months, and am much pleased. I shall return my son in September, and by January 1st, 1893, will send two more."—W. A. French, Intermont, Va.

"It affords me great pleasure to commend Randolph-Macon to all

who have boys to educate. I am pleased with the progress of my son, and of the care taken of him. He will be with you again."—G. V. Litchfield, Abingdon, Va.

"I consider Randolph-Macon Academy an A No. 1, institution in every way. My son has shown marked improvement mentally, morally and physically under its care."—B. Frank Darby, Baltimore, Md.

"The discipline is admirable, the instruction excellent, and of a high grade, the influences thrown around the pupil, moral and Christian to an unusual degree. The faculty is composed of courteous, Christian gentlemen, the buildings are elegant."—Rev. Edward D. Washburn. Bedford City, Va.

"I regard Randolph-Macon Academy the best school in Virginia or any other State. I have patronized it two years and the result is satisfactory in every respect."—B. B. Baggarly, Washington Rappahannock County, Va.

"As a patron of Randolph-Macon Academy, I am highly pleased with the progress of my son, and heartily recommend it to the public."—J. J. Walker, Bedford City, Va.

"As a patron of the school for the past two years, I have had opportunities to observe the excellence of the discipline and the thoroughness in the teaching at this school, and I commend it to all who have sons to educate."—Jas. R. Guy, Principal of Belmont Seminary, Bedford City, Va.

"Randolph-Macon Academy is my ideal of a school. Its efficient corps of teachers is a sufficient guarantee of its mental and moral worth. I am delighted with the progress of my son."—W. E. Gary, Henderson, N. C.

"As a patron of Randolph-Macon Academy last year, I desire to express my entire satisfaction in every respect with my son's progress, as also with the provision made for the comfort and welfare of the students. I expect to return my son next session."—Alfred Beckley, Fincastle, Va.

"It gives me pleasure to say that the progress of my son in his studies and general deportment has been entirely satisfactory, and far ahead of any school I have ever patronized."—M. P. Farrier, Lewisburg, W. Va.

"My son has spent one year at the Academy. The experience of this one year warrants my unqualified recommendation of the school to every home in the South where there are sons to educate. It has been most felicitously named 'The Rugby of the South.'"—Hon. Sidney T. Ellis, Exit, Va.

"Randolph-Macon Academy has, in my opinion, no equal in Virginia. Its methods of instruction, its complete course, its honest work by earnest, thorough, and competent teachers cannot be excell-

ed. My youngest son has just finished the fifth and last form, and I have been deeply interested in the school."—Hon. W. W. Berry, Bedford City, Va.

"As a patron of Randolph-Macon Academy I take pleasure in saying that I am well pleased with my son's progress. That I know of no school with better facilities and where more attention is given students by the officers and teachers."—W. B. W. Brooking, Ex-Treas. Goochland County.

"In course of instruction and discipline, I consider Randolph-Macon Academy unsurpassed by any like institution with which I am acquainted."—G. M. Wallace, M. D., Falmouth, Va.

"I have lived in Bedford City ever since Randolph-Macon was established. I have taken some pains to inform myself as to its course of study, and the moral training of the students. The course is a thorough one, and equips the student for the active duties of life or for college, and is most carefully taught. The moral training is most excellent, and I have never seen in all my life a more courteous, well-behaved and polite number of young men and boys than they have had at this school. I know of no preparatory school that I had rather send to than Randolph-Macon Academy. A young man or boy going there will have every advantage—educational, physical and moral."—P. L. Saunders, Mayor, Bedford City, Va.

"I am perfectly satisfied with the progress my son has made at your school."—Mrs. J. C. Thomson, Parkersburg, W. Va.

"I know of no Academy its superior. I heartily commend it without reserve."—W. Hunt, Dalby's, Va.

"No word of mine, in a notice like this, can do adequate justice to Randolph-Macon Academy, as an institution of learning. I take pleasure in recommending it to all concerned."—Rev. S. B. Dolly, Jarrettsville, Md.

"With full knowledge of the methods of instruction and the advantages for the intellectual development of students, as well as the equipment for their physical improvement and comfort at Randolph-Macon Academy, at Bedford City, Va., I am able to say that there is no better school in the land for the preparation of boys for college or University. I am satisfied with the improvement in every respect of my boy, who was a student at the Academy last session."—Judge Wilbur J. Kilby, Suffolk, Va.

"An experience of three years, during which my son has been a student of your institution, enables me to testify to its excellences in moral training and to its exalted moral standard, a feature of paramount importance, and one in which I believe it to be second to no other Academy in this country."—R. K. Campbell, Bedford City, Va.

"My son, Garnett Smith, has just returned from Randolph-Macon Academy, and I am delighted with his progress. I think your Acad-

emy first-class. I am so much pleased that I will return my son at the beginning of the next session."—Mrs. F. G. S. Watts, Five Oaks, Va.

"Randolph-Macon Academy can't be excelled in any particular. I commend it to the public without reserve."—A. Fletcher, Warrenton, Va.

"With the knowledge I have of Randolph-Macon Academy, at Bedford City, I rate it above any similar institution that I know."—Rev. W. F. Davis, Williamsburg, Va.

"I can conscientiously say that the method and curriculum of the Randolph-Macon Academy are unsurpassed."—E. Ball, Norfolk, Va.

"Yours of the 22d inst. to hand. I have carefully observed the inner workings of your school for the past three years, and I unhesitatingly pronounce it one of the best trainers of youth in the South. For comfort and complete equipments, the buildings cannot be surpassed. You have my best wishes for the progress of the school."—Maj. N. D. Hawkins, Bedford City, Va.

"I take pleasure in recommending Randolph-Macon Academy, at Bedford City, Va., to those who have boys to educate. The institution is splendidly officered by a fine corps of teachers. The discipline is first-class, and every safe-guard possible is thrown around the young men and boys who attend this Institution. There is no better school in the country."—H. C. Lowry, Commonwealth's Attorney, Bedford County, Va.

"I take pleasure in recommending Randolph-Macon Academy to any mother wishing to know where to place her boy. Mine has done better there than anywhere else. I must say, that, although much opposed to sending my boy away from home, lest he should learn more than I wanted him to learn, yet I am pleased with his progress, and expect to return him in the fall."—Mrs. R. H. Jones, Norfolk, Va.

"I am gratified and well pleased with the progress of my son for the past year at your school, I think it amongst the best. One feature especially impresses me, that is the two study hours from 7 to 9 P. M., under direction of one of the Professors."—Wm. E. Saunders, Bryan, Texas.

"The courteous, gentlemanly, and learned faculty under whose management Randolph-Macon Academy is conducted, enable me to commend it with great pleasure to all parents having sons to educate. My son's improvement at said Academy, intelectually, physically and morally proves it to be of the highest order, second to none. The discipline imposed brings together student and teacher in the most friendly and cordial relations making it a happy and pleasant home for every one."—D. Rohde, Charleston, S. C.

"The system of instruction and the complete arrangement of the building and grounds with reference to comfort, convenience and

health, together with the very moderate charges render R.-M. Academy one of the most desirable Schools of the whole South; and the development of my son during the past two years, mentally, morally and physically has been very gratifying."—F. Saunders, Evington, Va.

"I am very much pleased, and highly appreciate the progress made by my son at the R. M. A. during the past ten months, and hope to be able to return him next session."—L. C. Haden, Evington, Va.

"As a patron of Randolph-Macon Academy last year, I desire to express my entire satisfaction in every respect with my son's progress. I cheerfully commend the Academy to those having sons to educate, for its plan of mental, moral, physical, social and religious training." H. B. Roberts, Abingdon, Va.

"A. M. Hughlett, Prin.—Dear Sir—I wish to thank you for the kind attention you have shown my son the past session. I feel that I could not recommend your school too highly, and am sorry that I did not know of it sooner. I feel that you have made an impression on my son's mind, that will last him through life. Yours sincerely,

CLARA E. GARRISON," Wachapreague, Va.

"My son has been at Randolph-Macon Academy for the past nine months. I am delighted with the progress he has made. I think it the very school for boys."—W. E. Moore, Mineral, Appomattox.

"My sons have greatly improved in the past session, and I feel no hesitancy in recommending Randolph-Macon Academy to anyone having sons to educate."—W. T. Dunton, Nassawadox, Va.

"I think Randolph-Macon Academy a first-class school in every respect. I am much pleased with my son's progress there. Knowing Professors Hughlett and Smith to be highly cultured Christian gentlemen, I feel that the morals of my boy are safe in their care. I cordially recommend it to every one who has a son to educate."—A. G. Kelley, Onancock, Va.

"Among the deadliest foes to all accurate and respectable scholarship is the preparatory school as too often conducted. Many a young man spends half his time at college laboriously trying to remove the chaotic mass of intellectual rubbish accumulated during his preperatory years. It is for such reasons as this that the well arranged course of study, the order and discipline, and the thorough instruction characteristic of Randolph-Macon Academy render it to my mind the most attractive school of our South land. In recommending the Academy to my people I feel that I am consulting their best interest; and it is my cherished plan to continue my son there to the end of the course."—W. W. Royall, Franklin, Va.

"It affords me much pleasure to commend Randolph-Macon to all parents who have boys to educate. We are very much pleased with the progress our son has made during the past two years he has

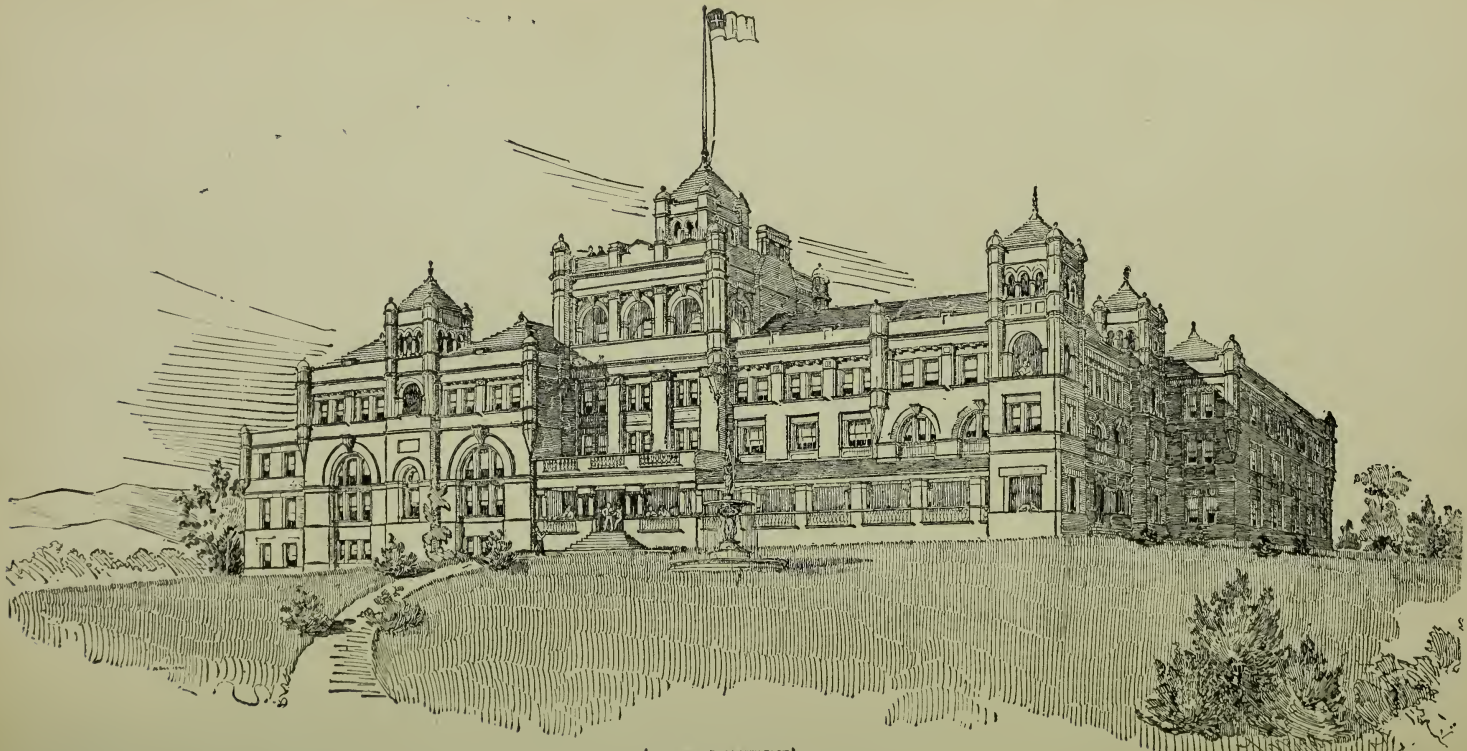
been there, and especially, appreciate the kindness and good advice given him."—J. B. Jones, Cape Charles, Va.

"I am a patron of Randolph-Macon Academy and do not hesitate to say in its behalf that it is a first-class institution. Its aims are thoroughness of scholarship and mental discipline. I recommend it to the patronage of all who have sons to educate."—W. H. Miles, Atlantic, Va.

"I am very much pleased at the progress my son has made at Randolph-Macon Academy, and can heartily recommend the school to the public."—C. D. Ramsey, Pittsville, Va.

"I am very much pleased with the progress my son has made at Randolph-Macon Academy this year. I consider it a fine school to train boys to study, and heartily recommend it to all who have boys to educate."—J. W. Anthony, Evington, Va.

"I am very much pleased with Randolph-Macon Academy, and consider it an institution worthy of the patronage of those who have sons to educate."—John R. Tankard, Franktown, Va.



(VIEW FROM THE NORTH-EAST)

RANDOLPH MACON ACADEMY.

FRONT-ROYAL VA.

W.M.POINDEXTER ARCHT
WASHINGTON DC.

Randolph-Macon Academy

Front Royal, Virginia

Randolph - Macon Academy,

FRONT ROYAL, VA.

RANDOLPH - MACON ACADEMY is the Preparatory Department of Randolph - Macon College, Ashland, Va., which for sixty-three years has held a leading position among the institutions of learning in the South. The Academy was established by the Board of Trustees of the College, and is conducted under the supervision of its President. It has just successfully completed its second year, having almost doubled its patronage in the boarding department over its first year, notwithstanding the unprecedented financial embarrassment that has prevailed throughout the year. The prospect for a still greater increase of patronage for the next session has caused the authorities to take steps to enlarge the existing accommodations to a considerable degree.

In establishing the Academy, the Board, choosing for it the field between the preparatory home school and the real college course, proposes to prepare youths for college or university, under discipline appropriate to their years and maturity, and under the most wholesome moral influences.

Remembering also that a majority cannot or will not prosecute their education to a college degree, and that their entire educational preparation for life will be completed at the Academy, there were added to those studies, strictly required for satisfactory entrance at college, such extensions or practical applications of the previous work as will best complete their equipment for business life.

Accordingly, no expenditure of care, effort, or money has been spared to make the Academy as perfect an institution of its kind as possible.

We claim that the result of these conscientious efforts is an institution worthy, in a high degree, of public esteem and patronage.

The Site.

The Academy is situated at Front Royal, Va., at the foot of the Blue Ridge Mountains, within half a mile of the Shenandoah River, and in the heart of the famous Valley of Virginia. The town stands at the intersection of the Norfolk and Western Railroad and of the Manassas Branch of that other great railroad system, the Richmond and Danville Railroad. Both the Norfolk and Western Railroad and the Manassas road connect, also, at short distances, with the main line, and with the Valley branch of the Baltimore and Ohio Railroad, viz., at Shenandoah Junction, and at Strasburg, Va. It is thus easy of access from all directions, and near to a number of large centers of population, being only 78 miles by rail from Washington, D. C.; 118 miles from Baltimore, Md.; 60 miles from Harrisonburg, Va.; 80 miles from Staunton, Va.; 177 miles from Roanoke and Salem, Va., and only 19 miles from Winchester, Va., by private conveyance. The region in which it is situated is one of the finest in the world, both for health and for beauty of scenery, and is rich in historic interest. The grounds comprise eighteen and a half acres. In their midst the Academy stands on an eminence, selected for its commanding view of a noble landscape of mountain, river, and valley, and for its complete drainage in every direction, and its abundant supply of fresh, pure air. *Among the students, officers, teachers, servants, etc., in the Academy, there has been no case of dangerous illness during the two sessions of its existence.* The town of Front Royal, on whose edge it stands, with a population estimated at 2,000, has long been known as the home of an eminently moral and religious population, possessed of much culture and refinement. The same is true of its sister town, Riverton, about a mile and a half away. Both these towns forbid the licensing of the sale of liquor, and, therefore, have not a single saloon or barroom within their limits. There are churches of various denominations in

the town, in which religious services are held every Sunday. Every Sunday morning each student is required to attend the church preferred by his parents.

The Building.

Our visitors are invariably struck with surprise and admiration at the building and its site. Our best advertisement is for every one to come and see for themselves. From many commendations received, we select the following testimonials:

Bishop J. S. Key, of the M. E. Church South, says: "It is the most perfect school building I have ever seen." Bishop E. R. Hendrix, says: "I wish to say the same of the building as Bishop Key." The Baltimore *Sun*: "The buildings for the school are perhaps the most imposing of any in the northern part of Virginia." The Baltimore *Episcopal Methodist*: "In our judgment, the whole of the lovely 'Valley of Virginia' could hardly have furnished another spot of equal fitness. The superb building—beyond doubt, the unrivalled Academy of our country, in its symmetry and architectural beauty—could hardly be improved, and no appliance for convenience and comfort has been omitted." The Baltimore *American* calls it "a magnificent building, believed to be the finest Academy building in the South—a credit to the town of Front Royal and an educational advance of great value to the State." And the Richmond *Christian Advocate*: "The splendid pile, surmounting a plateau, commands a horizon embracing matchless and picturesque scenery—the Blue Ridge, the rivers of the Shenandoah Valley, the nooks of mountains, the meadows of the great Valley of Virginia for leagues—till the red clover is fringed by the rim of the circling and shining sky."

The following special features may be noted:

1.—**The Study Hall,** 60 by 65 feet, with 24 feet pitch, with single "Cleveland" desks. Here all recitations are prepared, a teacher presiding to preserve order, and to assist students in their work, during which no classes are heard in the room. From this hall doors open into eleven recitation rooms.

2.—**The Physical Culture Wing** is a building 40 by 80 feet, containing gymnasium, with "Sargent" apparatus; bath-rooms, with hot and cold water; lockers, etc., all to be in charge of a specially trained director, who conducts the exercises on scientific principles to develop the body of the student, and to give it robustness, symmetry and grace. This is done by a daily gymnastic drill.

3.—**The Water Arrangements** supply hot and cold water throughout the building, fire-plugs and hose reaching to every room on each floor.

4.—**The Heating** is done by steam and fresh warm air is driven by fans through the house, ventilating as well as heating, by the system adopted in the United States Capitol, at Washington, and considered the best known to our times.

5.—**There is no need of an oil-lamp in the house.** Three hundred and seventy Edison incandescent electric lights illuminate the building throughout. This light is steady and uniform, and has been found, by actual test, to be an excellent one for students. The fact that there will be no smoking wicks or dingy chimneys to strain the pupil's eyesight, nor exploding lamps to endanger his life, is of great interest to parents. There is no no need of kerosene or match in the dwelling.

6.—**The Dormitories** are large, airy rooms, with windows and transoms, and each, without exception, *with windows opening to the air and light outside.* Only two students occupy a room, and each has his separate bed. Infirmary rooms are reserved in suitable places in the house. Each room is furnished with a nice oak set—two single bedsteads, beds and pillows, a bureau, washstand and chairs. Pupils furnish their own blankets, sheets, pillow-cases and towels.

7.—**The Dining Hall** is 40 by 60 feet, with pantry and storerooms adjoining, and the kitchen is fitted with the best French range. The fare is abundant and wholesome, and well cooked and served.

8.—**The Young Men's Christian Association Hall**, 41 by 41 feet, is one of the largest and handsomest rooms in the building. It gives this most valuable organization decisive prominence in our school work.

9.—**The Parlor, Reception and Dining-Rooms,** on the first floor, sufficient to hold all the students at once, show that their social life is not to be neglected.

The Course of Instruction.

This was fixed originally, after the most careful consideration, by the faculty of Randolph-Macon College, assisted by the practical suggestions of able and experienced teachers of preparatory schools. It has since been annually carefully revised by the same faculty, and has received such improvements from time to time as further experience has suggested. *A student who passes an examination here on any subject is entitled to enter the next higher class at College in the same subject, without the further examination required of all other applicants at the College.*

The course embraces :

1. PRIMARY STUDIES—Reading, Writing, Spelling, Geography, English Grammar.

2. HISTORY — United States, England, France, Greece, Rome, Bible History.

3. LANGUAGE — English, Latin, Greek, French, German (preparatory to college classes).

4. MATHEMATICS — Arithmetic, Algebra, Geometry, Trigonometry.

5. SCIENCE—Physical Geography, and elementary courses in Natural History, Botany, Geology, Physiology, Physics.

6. ARTS—Drawing, Elocution.

7. PHYSICAL CULTURE—Sargent System, and Military Drill.

For those who do not propose to enter college, we add : Governmental Science, Surveying (with use of instruments), Commercial Arithmetic and Business Usages, Chemistry, French and German (completed), Political Economy, Psychology.

That these subjects may be taught with entire thoroughness, we require :

1. That each class shall recite daily.

2. That large classes shall be graded and heard in sections of not more than fifteen pupils.

This policy, of course, requires more teachers, and hence involves more expense, but it is necessary to the best results.

Officers and Teachers.

For the accomplishment of these purposes, the gentlemen selected as instructors are carefully chosen from among many excellent teachers at command, as especially adapted to the work.

In addition, Dr. M. L. GARRISON, an able and experienced physician, is engaged to be present each morning, to be consulted by any student who may be indisposed ; to attend all cases of sickness in the Academy, and to supervise the sanitary arrangements of the institution. This medical attendance costs each student $2.50 per term, diminishes the apprehensions of parents and teachers, and either prevents serious sickness or limits the expense of it to $5 a year.

Classes and Text Books.

First Form. ORTHOGRAPHY—McGuffey's Speller. PENMANSHIP—Lessons by Instructor. ENGLISH—Reid and Kellogg's Graded Lessons in English, McGuffey's Fourth Reader and Selected Classics, Composition. MATHEMATICS—Wells' Academic Arithmetic. GEOGRAPHY—Maury's Manual. HISTORY—Eggleston's United States History. SCIENCE—Bert's First Lessons in Science. PHYSICAL CULTURE—Gymnasium and Drill.

Second Form. ORTHOGRAPHY—McGuffey's Speller. PENMANSHIP—Lessons by Instructor. ENGLISH—Reed and Kellogg's Higher Lessons in English, Selected Readings, Composition. MATHEMATICS—Wells' Academic Arithmetic. HIS-

TORY—Montgomery's England, Church's Bible History. SCIENCE—Maury's Physical Geography, Martin's Briefer Course in Physiology. LATIN—Collar and Daniel's Lessons. ELOCUTION—Vocal Culture and Practical Exercises. PHYSICAL CULTURE—Gymnasium and Drill.

Third Form. ORTHOGRAPHY—Westlake. PENMANSHIP—Lessons by Instructor. ENGLISH—Lockwood's Lessons in English, Select Readings, Whitney's Essentials. MATHEMATICS—Charles Smith's Elementary Algebra. HISTORY—Myer's Eastern Nations and Greece, Allen's Rome. SCIENCE—Shaler's Elementary Geology, Gray's "How Plants Grow." LATIN—Bingham's Reader, Bingham's Grammar, Exercises. FRENCH (optional)—Whitney's French Grammar, Joynes' French Reader. ELOCUTION. PHYSICAL CULTURE—Gymnasium and Drill.

Fourth Form. ETYMOLOGY—Swinton's Word Analysis. PENMANSHIP—Lessons by Instructor. ENGLISH—Genung's Outlines of Rhetoric, Meiklejohn's Literature, Selected Classics. MATHEMATICS—Euclid's Elements of Geometry. HISTORY—Smith's Bible History. SCIENCE—Gage's Physics. LATIN—Cesar, Bingham's Grammar, Exercises. GREEK (optional)—Harkness' First Greek Book, Calvert's School Readings in Greek. GERMAN—Whitney's Brief German Grammar, Whitney's German Reader. FRENCH (optional)—Tableaux de la Revolution Française, Le Romantisme Francais. PHYSICAL CULTURE—Gymnasium and Drill.

Fifth Form. ENGLISH—Genung's Complete Rhetoric, Genung's Rhetorical Analysis, Three plays of Shakespeare. GERMAN—Whitney's Grammar Selections from Schiller, Scheffel, etc. LATIN—Cicero's Orations, Virgil's Æneid, Gildersleeve's Latin Grammar, Exercises. MATHEMATICS—Crittenden's Commercial Arithmetic, Todhunter's Algebra, Bartol's Solid Geometry. Wells' Essentials of Trigonometry. SURVEYING, with use of instruments. PSYCHOLOGY—Steele's Rudimentary Psychology. SCIENCE—Remsen's Elementary Chemistry and Laboratory Manual. POLITICAL ECONOMY—Walker's Elementary Course. GOVERNMENTAL SCIENCE AND BUSINESS USAGES—Young's Governmental Class Book.

REVIEW of subjects in other forms, in which the student is deficient or desires to attain special proficiency.

Societies.

The Washington and Franklin Literary Societies, organized among the students, offers incentives and presents opportunities for the acquisition of skill in public speaking. Medals and public honors are awarded on the public day at the close of the session.

A branch of the College Young Men's Christian Association has been organized and successfully conducted in the school. Regular meetings are held twice every week. The work of the Association has been most successful and beneficial in the highest degree to the students.

Discipline.

The discipline will be that of the kind authority of a parent over his family. We would rather rule by love than by force. Yet the discipline must be firm, based on strong and clear convictions of right, without which no school deserves to succeed. The rules of the Randolph-Macon Academy are few, and only such as are necessary to the well-being and success of the student. When made, they are enforced with impartial certainty. Formal rules are not to be relied upon for the regulation of moral conduct. The broad, general principle that every student is to be a young gentleman of honor, truthfulness, and absolute honesty is insisted upon. To develop and foster this spirit among the students, to make the moral atmosphere not only wholesome, but invigorating and uplifting, is the first and greatest aim of the Principal and his associates. If any pupils are found to be obstacles to this result, earnest efforts will be directed to their reformation, but not to be long continued if satisfactory results do not show themselves. The contamination of many is not to be risked for the sake of one, and a vicious or idle pupil, who cannot be moved to honest effort at self-improvement in a few weeks after his entrance, must be

returned to his home, where his influence may be less injurious. Brilliant success will not be demanded of pupils, but honest effort will be insisted upon.

Hazing is absolutely forbidden, and, with drinking, is punished by dismissal. A full supply of pocket money is very demoralizing; only a limited amount should be allowed. Students unknown to the Faculty must give satisfactory references of good character before they can be admitted.

Lest any one should be overlooked, each teacher has special oversight of a portion of the pupils, and is responsible for their diligence in study and propriety of conduct.

Reports of the conduct and progress in study of the students are sent to their parents or guardians at stated periods during the session.

Students are required to be present at family prayers morning and night, and also to attend, on Sunday morning, the church preferred by their parents.

Catalogue.

Session of 1893-'94.

Officers and Teachers.

W. W. SMITH, A. M., LL. D.,
(President Randolph-Macon College.)

Principal.

REV. B. W. BOND, D. D.,

Instructors.

CHAS. L. MELTON, A. M.

HALL CANTER, A. B.

J. F. BLACKWELL.

H. H. SHERMAN, Ph. B., A. M.

E. S. BLACKWELL,
(Graduate R. M. College and University of Va.; Late Assistant Principal Bethel Academy.)

MISS VIRGINIA MASSIE,
(Prof. Eli R. Lamb's School, Baltimore, Md.)

MRS. M. R. M. SIMPSON,
(Decorative Art Institute, Baltimore, Md.)

Director of Physical Culture.

H. H. SHERMAN, A. M.

Physician.

M. L. GARRISON, M. D.,

Matron.

MRS. R. F. STRINGER.

Housekeeper.

MISS S. L. MORAN.

Roll of Students.

Session 1893-'94.

Student.	Parent or Guardian.	State.
ALLEN, JOSEPH B.	Mr. H. R. Brown	Tennessee.
AYRE, THOMAS B.	Mr. Geo. H. Ayre	Virginia.
AMISS, HENRY T.	Mr. Geo. W. Amiss	Virginia.
ASH, LYNN	Mr. Geo. E. Ash	Virginia.
BURRUSS, HARRY W.	Mr. H. L. Burruss	Maryland.
BRADFORD, GEORGE L.	Mrs. A. M. Bradford	Virginia.
BIRCH, GEORGE C.	Mr. Jos. E. Birch	Virginia.
BELL, JOHN E.	Mr. J. B. Bell	West Virginia.
BILLINGSLEY, JAMES C.	Mr. Jas. Billingsley	Virginia.
BOND, BEVERLY W., JR.	Rev. B. W. Bond	Virginia.
BOND, FRANK M.	Rev. B. W. Bond	Virginia.
BOYD, WALTER E.	Rev. J. H. Boyd	Virginia.
BLACKWELL, ROBERT E.	Mr. R. A. Blackwell	Virginia.
BANGS, GALE C. W.	Miss Laura Bangs.	Dist. Columbia.
CONRAD, CHARLES E.	Mr. Ed. S. Conrad	Virginia.
COOK, GILES B.	Hon. Giles Cook	Virginia.
CAMPBELL, HORACE	Mr. M. M. Campbell	Virginia.
CARSKADON, EDWARD B.	Mrs. A. M. Carskadon	West Virginia.
CHADWICK, FLOYD F.	Mr. J. T. Chadwick	West Virginia.
CROSBY, CHARLES J.	Mr. J. Q. Crosby	Dist. Columbia.
CLEMENTS, MERRICK	Mr. Alday Clements.	Maryland.
COINER, EMMET G.	Mr. David Coiner	Virginia.
CARPENTER, WALTER R.	Mr. J. W. Carpenter	Maryland.
CLARKE, GEORGE W.	Mr. W. Clarke	Virginia.
CANNON, CHARLES H.	Mr. C. D. Cannon	Maryland.
CASTEEL, NATHAN H.	Mr. T. W. Casteel	Maryland.
DONOHOE, STEPHEN R. JR.	Mr. S. R. Donohoe	Virginia.
DOWNING, BEDFORD M.	Hon. H. H. Downing	Virginia.
DRIVER, GEO. W.	Mr. Geo. W. Driver	Dist. Columbia.
DRIVER, WILLIAM	Mr. Geo. W. Driver	Dist. Columbia.
DISOSWAY, WILBUR F.	Miss E. T. Disosway	New York.
DARBY, ALBERT W.	Mr. B. Frank Darby	Maryland.
DULIN, JOHN	Mr. Geo. C. Dulin	Virginia.
DONNALLY, CHARLES W.	Dr. W. Donnally	Dist. Columbia.
FINLEY, CHARLES D.	Mrs. Jno. McElfresh	Dist. Columbia.
FLETCHER, WILLIAM C.	Mr. Willis Fletcher.	Virginia.
FORSYTH, CHAS. W.	Mr. J. F. Forsyth	Virginia.
GAITHER, GEO. W.	Mr. Jno. W. Gaither	Virginia.
GIBSON, JOHN R.	Mr. G. B. Gibson	Virginia.

Student.	Parent or Guardian.	State.
Griffin, Daniel W.		Virginia.
Garmong, Ordie E.	Mr. Calvin Garmong	Virginia.
Grobaker, Arthur	Mr. V. Grobaker	Maryland.
Gamble, Harry L.	Dr. H. M. C. Gamble	West Virginia.
Grove, John W.	Mr. M. L. Grove	Virginia.
Hess, Anbrey F.	Mr. Jno. A. Hess	Virginia.
Hevener, William	Mrs. L. Hevener	Virginia.
Hering, Edwin A.	Dr. G. A. Hering	Virginia.
Henry, William E.	Rev. E. H. Henry.	Maryland.
Hall, James E.	Dr. J. W. Hall	West Virginia.
Hurlock, Wilbur W.	Mr. S. R. Hurlock	Maryland.
Hutchinson, Edward W.	Rev. J. S. Hutchinson.	Maryland.
Hollingsworth, Jesse.	Mr. C. H. Hollingsworth	Maryland.
Hulfish, William W.	Mr. Worth Hulfish	Virginia.
Jarrell, William F.	Mr. W. E. Jarrell	Maryland.
Johnson, Albanus T. S.	Mr. A. L. Johnson	Dist. Columbia.
Johnson, Alward L.	Mr. A. L. Johnson.	Dist. Columbia.
Kirby, Ernest C.	Mr. Joshua Kirby	Virginia.
Koontz, Milton S.	Capt. Geo. W. Koontz.	Virginia.
Kinzer, Garland S.	Rev. H. W. Kinzer.	Virginia.
Keys, Thomas P.	Mr. Jno. W. Keys.	West Virginia.
Lough, James V.	Mrs. M. J. Lough	West Virginia.
Lough, Robert J.	Mr. Geo. A. Lough.	West Virginia.
Lyons, Philip D.	Mrs. B. M. Lyons.	Maryland.
Macatee, Charles A.	Mr. C. A. Macatee	Virginia.
Macatee, Harry.	Mr. C. A. Macatee	Virginia.
Melville, Charles B.	Mrs. B. Melville	Virginia.
Menefee, Carroll.	Mr. H. L. Menefee	Virginia.
Murrill, Howard A	Mr. S. S. Murrill.	Virginia.
Nesbitt, Edgar D.	Mr. E. M. Nesbitt	Virginia.
Norris, William E	Mr. Jos. L. Norris.	Virginia.
Payne, Frank D.	Mr. M. P. Payne	Virginia.
Payne Frank L., Jr.	Mr. F. L. Payne	Virginia.
Piggott, John B.	Mr. Jno. Piggott	Virginia.
Pollard, William.	Mr. F. T. Pollard.	Virginia.
Phinney, Nelson.	Mrs. C. M. Brown.	Maryland.
Reading, William M.	Mr. Joseph Reading.	Maryland.
Reading, Joseph L	Mr. Joseph Reading.	Maryland.
Ross, Carroll C.	Mr. Jno. T. Ross	Virginia.
Ross, Raymond R.	Mr. F. T. Ross	Virginia.
Ridgeway, Frank T.	Mr. S. R. Ridgeway.	Virginia.
Ramey, Frank F.	Mr. J. M. Ramey.	Virginia.
Rudd, Harry B.	Mr. T. M. Rudd.	Dist. Columbia.
Ringer, Josiah J	Mr. Josiah Ringer	Pennsylvania.
Rice, Warren.	Mr. J. W. Rice	Virginia.
Sevier, Joe R.	Mr. C. V. Sevier	Tennessee.

Student.	Parent or Guardian.	State.
Stephenson, Mark B	Mrs. B. G. Stephenson	Virginia.
Stringer, Edwin R	Mrs. R. F. Stringer	Virginia.
Stringer, William	Mrs. R. F. Stringer	Virginia.
Stump, Charles McK	Rev. J. P. Stump	Virginia.
Samuels, Bernard	Mrs. G. B. Samuels	Virginia.
Speiden, Alpheus W.	Dr. C. C. Speiden.	Virginia.
Shumate, Joseph	Mr. L. M. Shumate	Virginia.
Smith, William N	Mr. W. N. Smith	Virginia.
Turner, Robert H	Hon. S. S. Turner	Virginia.
Trenis, Otis J	Mr. B. F. Trenis	Maryland.
Trenis, Lemuel W	Mr. B. F. Trenis	Virginia.
Vander Horst, Robert A.	Mrs. A. A. Vander Horst	South Carolina.
Wise, Boyd A	Mr. H. A. Wise	Virginia.
Wade, James S.	Mr. C. A. Wade	West Virginia.
Wilkins, William T.	Capt. Jno. T. Wilkins	Virginia.
Wood, Aubrey M	Mr. Chas. B. Wood	Virginia.
Waller, Samuel G	Mr. N. S. Waller	Virginia.
Williams, James M	Rev. J. T. Williams	Virginia.
Weaver, William C., Jr.	Mr. Wm. C. Weaver	Virginia.
Warfield, Allen A., Jr.	Mr. A. A. Warfield.	Virginia.
Ward, Frederick C.	Mrs. L. V. Ward	Maryland.
Waters, Basil W	Mr. Thos. W. Waters	Maryland.
Walton, Moses	Hon. M. L. Walton	Virginia.
Woodward, James W	Mr. L. E. Woodward	Virginia.
Walker, James G	Mr. J. Wesley Walker	Maryland.
Zimmerman, Edgar R	Rev. Geo. H. Zimmerman	West Virginia.

Virginia	67
West Virginia	10
District of Columbia	9
Maryland	20
South Carolina	1
Tennessee	2
Pennsylvania	1
New York	1
Total	111

Distinction Roll for Conduct.

From such students as have never been off the roll of honor for conduct during the entire session, but who are not yet eligible to the Guard of Honor, selections are made for this roll of those who otherwise, by their diligence, promptness, obedience, etc., are adjudged to be worthy. A blue ribbon is given them, to be worn as a mark of distinction, but no pledge is required.

Ash, Lynn
Billingsley, J. C.
Bond, F. M.
Boyd, W. E.
Conrad, C. E.
Disosway, W. F.
Donohoe, S. R., Jr.
Finley, C. D.
Fletcher, W. G.
Hevener, Wm.
Hutchinson, E. W.
Jarrell, W. F.
Norris, W. E.
Piggott, J. B.
Reading, W. M.
Trenis, L. W.
Waller, S. G.
Waters, W. B.
Williams, J. M.

Guard of Honor.

The Guard of Honor is selected from among those students who have both reached a certain degree of maturity in age or in their advancement in studies, and who have been upon the rolls of honor for conduct and for studies throughout the session. Certain privileges are annexed to the distinction, and a badge given, to be retained by them so long as they continue upon the roll. In return, they sign a pledge to always observe the regulations of the Academy and to promote its interests.

Blackwell, R. E.
Bond, B. W., Jr.
Bradford, G. L.
Burruss, H. W.
Campbell, H.
Cannon, C. H.
Clarke, G. W.
Clements, M.
Coiner, E. G.
Cook, G. B.
Dulin, J. H.
Forsyth, C. W.

Gaither, G. W.
Griffin, D. W.
Henry, W. E.
Hulfish, W. W.
Kinzer, G. S.
Kirby, E. C.
Lough, J. V.
Lough, R. J.
Macatee, C. A., Jr.
Macatee, H. C.
Murrill, H. A.
Pollard, W. T.
Ridgeway, F. T.
Ringer, J. J.
Ross, C. C.
Ross, R. R.
Samuels, B.
Sevier, J. R.
Shumate, J.
Speiden, A. W.
Stringer, E. R.
Wade, J. S.
Walker, E. W.
Wilkins, W. T.
Wise, B. A.
Wood, A. M.
Zimmerman, E. R.

First Honor Men.

These are selected from those who have made an average of ninety-seven on all their studies throughout a full session, and have also made distinctions in not less than five subjects, two of which must be of the Fourth Form, and who also have never been off the First Roll of Honor for conduct, nor received more than five demerits or any considerable number of minor penalties during the entire session. The following gentlemen are entitled to this high distinction for the session 1893-'94.

Bradford, G. L.
Burruss, H. W.
Dulin, J. H.
Pollard, W. T.
Ross, R. R.

Medalists.

For Excellence in Oratory, - - D. W. Griffin, Virginia.
For Excellence in Debate, - - W. E. Henry, Maryland.
For Excellence in Declamation, J. R. Sevier, Tennessee.

Announcements for 1894-'95.

The session will begin on Tuesday, September 18, 1894, and continue nine *calendar* (not school) months, ending on Friday, June 15, 1895. The Academy will be conducted under the advisory supervision of the President of the College and under the immediate management of the Principal.

Faculty.

WILLIAM W. SMITH, A. M. LL. D.
President Randolph-Macon College.

Principal.

REV. B. W. BOND, D. D.

Instructors.

CHAS. L. MELTON, A. M.

HALL CANTER, A. B.

J. F. BLACKWELL, A. B.

H. H. SHERMAN, Ph. B., A. M.

WM. M. BLANCHARD, A. B.

MISS VIRGINIA MASSIE,
(Prof. Eli R. Lamb's School, Baltimore, Md.)

Director of Physical Culture.

H. H. SHERMAN, A. M.

Physician.

M. L. GARRISON, M. D.

Housekeeper.

MISS S. L. MORAN.

Expenses.

For tuition, board, light, and fuel, per term, or half session, $108.75, payable September 19, 1894, and February 1, 1895. ☞*Students for the ministry of any evangelical church, and sons of ministers of Conferences contributing to the funds of Randolph-Macon, pay $66.25 per half session for the same.*

In addition, each student is charged a fee of $2.50 per term for the use of the gymnasium. Washing will cost $6.25 per term or half session. A fee of $2.50 per term gives to a student the privilege of the physician's services.

Drawing and music at professors' prices.

That we are able to offer these exceptional advantages at such prices is due to the following facts :

1. We have no dividends to pay to stockholders on the $100,000 in the plant. The contributions to build the Academy have been without condition.

2. We have no taxes to pay—county, town, or State.

3. The officers and teachers are working for a noble purpose, in which their hearts are enlisted, and are willing to do much work for moderate salaries, to place the facilities of the school within reach of the greatest possible number.

Our aim is not to make money, but to establish a great school, and to do the greatest possible good to the largest possible number. We hope to see many benevolences in the form of free scholarships, free libraries, and endowed aids of all sorts gather around the Academy to multiply its advantages and place them within reach of all. We shall be glad to become the dispenser of the benefactions of such friends of education as appreciate our enterprise.

Books and Stationery

Will be furnished at the publishers' prices. To reduce this expense as much as possible, the student should bring with him all the school books he may have which are likely to be of use.

Clothing, Etc.

Ordinary school clothing should be warm, strong, and inexpensive. Gymnastic suits for exercise will be bought for students at wholesale cost by the Director Physical Culture Department. *No clothing will be received for the weekly wash which is not plainly marked with the owner's name.*

Each student occupies a bed to himself, and should bring with him two pairs of sheets, blankets and bedspread, of suitable size for a single bed; also, one pair of pillow slips, towels, and a clothes bag.

Those who prefer to do so can purchase these articles at Front Royal on their arrival.

For further information, address

B. W. Bond, D. D.,
Front Royal, Va.

Testimonials.

From many commendations received from our patrons and visitors we select the following extracts :

The Baltimore Annual Conference of the M. E. Church South, at its session, held at Front Royal, Va., visited the Academy in a body. Its members afterwards expressed themselves enthusiastically in commendation, and, unanimously passed the following formal resolution :

The Academy recently opened at Front Royal is of special interest to the Conference. * * * The discipline and teaching are such as to commend the school to our fullest confidence. The religious influence is excellent—a number of students having been led to Christ in a recent revival of religion.

It gives me pleasure to commend the school to parents having sons to be prepared for college. Its appointments are complete, its discipline good, its corps of teachers faithful and competent. I consider the training in the school first class ; and by this I mean morally, intellectually, and physically.

FRONT ROYAL, VA. (Hon.) S. S. TURNER,
Member of Congress.

ALEXANDRIA, VA., *May 28, 1894.*

I wish to say it affords me much pleasure to add my testimonial to the worth of Randolph-Macon Academy as a school for the proper training of the boys and young men of our country.

At the beginning of the school year of '93 and '94 I was undecided where to send my son, but at last concluded that Randolph-Macon Academy at Front Royal was the place.

I have rejoiced over and over again that I put him in charge of you and your noble helpers in seeing the spiritual, mental, and physical progress made by my son during the year.

I do not think too much can be said in praise of the academy as a place of learning, in its building, its situation for health, beauty of surroundings, and its officers and teachers.

F. J. POLLARD.

I cordially recommend the school to persons having sons to educate, and wish for it great and ever-increasing prosperity.

S. R. DONOHOE.

FAIRFAX, VA.

ALEXANDRIA, VA., *May 30, 1894.*

As you know, for some time I was undecided where to send my son to school. I had considered the merits and advantages of several institutions, but finally concluded to send him to Randolph-Macon Academy at Front Royal, Va., and having since visited the school and inspected it, I can not but feel that I made a wise choice. My son has improved in many respects during the past session (his first), and the good influence and kindly interest of the officers and teachers of the school, together with its home-like comforts, grand mountain scenery, and health-giving climate, has done him much good, morally and physically.

WORTH HULFISH.

From my own observation, I am glad to say the moral tone of the school is highly commendable.

FRONT ROYAL, VA. GILES COOK, JR.,
Judge Warren County Court.

I take pleasure in testifying to the merits of Randolph-Macon Academy, near Front Royal, Va., in educational advantages, healthy locality, good moral and religious training, and therefore, as an institution, worthy of the patronage of all persons having sons to be educated.

FRONT ROYAL, VA. N. S. WALLER,
Ex-Principal of Front Royal Graded School.

KEYSER, W. VA., *May 29, 1894.*

It gives me much pleasure to testify to the many advantages and good influences of Randolph-Macon Academy. After visiting your school I am satisfied that the location, facilities, mode of training and general management are all that could be desired for the education of young men. I am more than gratified with the improvement and advancement my son has made during the session now nearing its close. Hoping the number of your students may be doubled next session as they have been this, and that you may continue to be blessed in your good work, I am, &c.,

(Dr.) J. W. C. HALL.

LEESBURG, VA.

As a patron, well acquainted with the location, equipment, and management of Front Royal Academy, it gives me pleasure to heartily commend that institution to all those who are seeking a school in which their boys, while surrounded by the best of Christain influences, may have the benefit of wholesome discipline and thorough instruction.

L. M. SHUMATE,
Superintendent Schools, Loudoun Co., Va.

It affords me great pleasure to recommend the Front Royal Academy, under its present management, as one worthy the support and patronage of the public. My son has been attending the school during the present year and his improvement has been entirely satisfactory to me. I do not think I could speak too highly of the management.

LEESBURG, VA., *June 6, 1894.* GEO. C. DULIN.

The Front Royal Randolph-Macon Academy is embraced in a healthful climate, the moral and religious tone of the institution is excellent, and the branches included in the course, so far as I have been able to ascertain, are taught with thoroughness.

(Rev.) R. E. L. AYLOR,
Pastor Baptist Church.

FRONT ROYAL, VA.

Home life—all living under the same roof and eating at the same table; strong religious influences; firm, but kind, discipline; a decided spirit of emulation and desire to excel cultivated among the students; a splendid gymnasium to develop their physical system and promote their health and ability to stand hard work; and a President and faculty enthusiastic and devoted to the interests of the school and the cause of education, and thoroughly competent to discharge, in fullest measure, the duties they have assumed.

(Rev.) HAMILTON W. KINZER.

FRONT ROYAL, VA.

Firm, yet kind, discipline, thorough instruction, and the best home-like Christian influence and association between the pupils and the principal and his family, and the very proficient, watchful, and active faculty. For system, cleanliness, neatness, and health, in bed and board, and for regularity of hours and free and easy association among all within its walls, I was more than pleased. Its location, for health and scenery, is unsurpassed.

(Rev.) E. H. HENRY.

GAITHERSBURG, MD.

It affords me pleasure to say to those having boys to educate, that in Randolph-Macon Adademy they will find an institution in which thorough mental training is joined to a conscientious regard for the moral and physical well-being of the pupils. The buildings are unsurpassed for comfort and convenience. The discipline is admirable. I am not only pleased, but delighted with the school, and most heartily commend it to all my friends. (Rev.) J. S. HUTCHINSON.

BALTIMORE, MD.

ALEXANDRIA, VA., *May 31, 1894.*

I wish to express my unqualified appreciation of the course of study and the methods employed for the mental and physical training of youth, as afforded by Randolph-Macon Academy.

If all your patrons feel as I do, they are largely the debtors to yourself and the accomplished corps of assistant instructors for the work done this year in the physical, intellectual and moral training of their sons.

I unhesitatingly recommend the Academy as the best school of its grade in this section of Virginia.

ANDREW A. WARFIELD.

LEESBURG, VA.

I am very much pleased with the evidence of advancement I see in my son, Willie, who has been a student at Randolph-Macon Academy the past session. As far as I can tell, your discipline, your mode of instruction, your ability to arouse a boy's ambition and call forth his best exertions, are all first-class. It is with great pleasure I recommend the Academy to all who have sons to educate.

JOSEPH L. NORRIS.

HUGHESVILLE, VA.

My son expresses himself as much pleased with the instruction he has received. I regard his instructors as Christian gentlemen, fully equipped for the great work they have undertaken. I am much pleased with the progress my boy has made, and hope to keep him with you until he is prepared for something higher. JOHN PIGGOTT.

WASHINGTON, D. C., *May 28, 1894.*

We have naturally a pride in our well-conducted public schools, but they are necessarily adapted for teaching *en masse*,

as an army is drilled in military maneuvers, and so cannot meet the *individual requirements of pupils* as R. M. A. does.

It was on this account I sent you my son, who, though as willing to learn while in our public schools, was not suited by their system and methods. The result of the change is most gratifying, not only in his improvement in studies but in the more important matter of developing personality and character through your system of individualizing.

(Dr.) Wms. Donnally.

I am thoroughly well satisfied with my selection of the school for Douglas, and can truthfully speak in the highest terms of its training, mentally, morally and physically.

Baltimore, Md. (Mrs.) B. M. Lyons.

I cheerfully recommend and advise parents who have sons to educate to send them to R. M. Academy, at Front Royal. I do not think they could have their boys under better discipline. My boy has been there this year, and I feel very much pleased, and expect him to return.

S. R. Hurlock.

Rolph's, Md.

Alexandria, Va., *May 28, 1894.*

It is indeed gratifying to note the marked improvement in my son Willie since he entered R. M. A., at Front Royal, September 18, 1893. His progress in mental as well as religious and physical culture has been such as to commend the Academy and its efficient management to all who have use for such an institution.

John T. Wilkins.

As a patron of Randolph-Macon Academy at Front Royal, Va., this session, I am more than gratified at the progress and developement of my son in every way that tends to make up the true man. His growth of mind and progress in study, his enlarged ideas and general up-lifting as to morals and a broader view of the duties of life, and his physical culture and development, have been most gratifying ; and last, but by no means least to me, have been his progress and attainments in the Christian graces under the "Christian home influence" of the school.

The faculty seem possessed of the knack of appealing to the better part of a boy, and of bringing to the front that which is good and true in his life.

Geo. H. Ayre.

Upperville, Va., *May 28, 1894.*

ROCKVILLE, MD.

The progress of my boy has been all that I hoped for, and I consider the school one of the best that I know. Not alone is the system thorough and progressive, but the students are taught by earnest, sincere Christians, whose aim is not only to impart instruction, but to instill into them right principles, which is of vastly more importance.

Situated in a beautiful and healthy country, the buildings admirably adapted for its purpose, good water, perfect drainage, with a corps of able Christian teachers, I know of no place superior to the academy for educational advantages, health, and the right kind of surrounding influences.

JOS. READING.

CHESTERVILLE, MD.

It gives me great pleasure to say that the progress my son has made in his studies at the Academy the last two terms has been very satisfactory. I do not hesitate to say to any one who may have a boy to send from home that he could not make a better selection anywhere than to send him to Randolph-Macon Academy.

W. E. JARRELL.

TRAPP, VA., *May 29, 1894.*

My son and brother, having attended your school now about to close its session of '93 and '94, it gives me great pleasure to say that I feel not only satisfied, but gratified at the progress they have made, and that I regard the school as a most excellent one in every respect. The arrangements of the building are excellent, the equipment perfect, the location first-class. The moral influence is of the best; the discipline firm but kind; instruction thorough; in fact, every facility for an education can be had at Randolph-Macon Academy. I cordially recommend the school to those having sons to educate, as first-class in every respect.

F. T. ROSS.

GAITHERSBURG, MD.

I desire to express myself as being more than satisfied with the progress made by my son and nephew in the Randolph-Macon Academy. My son was not at all well when he entered the school last fall, and I am glad to say that his health has greatly improved; in fact, I feel that too much cannot be said of the Randolph-Macon Academy as to all its work in teaching, and its location, climate, buildings, etc.

B. F. TRENIS.

GAITHERSBURG, MD.

I take pleasure in giving a cordial commendation to your school. We are very much gratified at the progress that Fred. has made in the last year, and believe your institution for mental and moral culture, to be unsurpassed by any school of like grade in the country.

I. T. FULKS.

FRONT ROYAL, VA., *May 28, 1894.*

As resident pastor of the Methodist Church in Front Royal, I have had ample opportunity to observe the management and discipline of the Randolph-Macon Academy, and the deportment of the students. It gives me pleasure to commend the institution to the patronage of the public, as one in which the manners and morals of the pupils, as well as their intellectual culture, will be fully and faithfully cared for.

(Rev.) SAM'L K. COX.

BRISTOL, TENN.

Your periodical reports of my son's progress have been quite gratifying, but not so much so as are the many evidences of progress shown by his personal letters. His handwriting, spelling, and composition have been wonderfully improved during this his first term. All of which sustains the high opinion I had formed of your school.

C. L. SEVIER.

I believe that the future character and usefulness of a man is largely due to the training and associations of his youth. I was therefore careful to ascertain that your Academy was a safe and proper place to send a young boy, before sending my son there. I am greatly pleased with the result. In my judgment, the concurrent mental, moral, and physical development of a boy is a grand conception. The Academy has my hearty and unqualified indorsement.

ED. S. CONRAD.

HARRISONBURG, VA.

I consider Randolph-Macon Academy, at Front Royal, Va., a *model Christian home school* for boys. It occupies a choice site in a beautiful and healthy country, and in a community of high moral character.

The school has evidently won the admiration of the people where it is known by personal contact. Its morals and disci-

pline are excellent, and the corps of instructors well furnished for their work.

(Rev.) Geo. H. Zimmerman,
Baltimore Conference.

Romney, W. Va.

I consider Randolph-Macon Academy, at Front Royal, Va., *the* school for boys. The building, with its comforts and conveniences, is perfect, the instructors Christian gentlemen, fully equipped for their work, and the moral and religious atmosphere are just what every thoughtful parent wants forh is child. I do not know anything but good to say of your school.

(Rev.) J. T. Williams.

Falls Church, Va.

I am very much gratified at the progress my son has made in his studies at Randolph-Macon Academy. I am also pleased with his physical development. I think with your grand building, all of its appointments being modern, together with its beautiful and healthful location, you will command a very large patronage.

Alday Clements.

Crumpton, Md.

One of the very best and most attractive schools in the State. It has no superior, and I know of none meriting so much from its patrons.

David Coiner.

Fisherville, Va.

It gives me much pleasure to testify to the superior excellence of Randolph-Macon Academy as a training school for boys and young men. * * * I believe it to be its object to afford all facilities for the intellectual and mental improvement of its students, but also those for their moral welfare.

M. M. Campbell.

Lantz's Mill, Va.

Bailey's X Roads, Va.

I feel that my son has been greatly benefited, both in his studies and spiritual welfare, at Randolph-Macon Academy, and it gives me pleasure to recommend your school to my friends.

M. P. Payne.

I am so well satisfied with your school that I can say that if I had a dozen boys, I should send them all to Randolph-Macon Academy. Wishing you great success, Your friend,

A. L. JOHNSON.

WASHINGTON, D. C.

For the mental and moral improvement, as well as for the physical comfort and development of the students, the school is unsurpassed.

J. M. RAMEY.

STRASBURG, VA.

I can cheerfully testify to the superior excellence of Randolph-Macon Academy, at Front Royal, Va., as an institution of learning thoroughly equipped for its work, both in its appliances and its corps of teachers, and actually accomplishing the most satisfactory results in the physical, mental, and moral improvement of its students.

J. WALTER CARPENTER.

BALTIMORE, MD.

With great pleasure I bear testimony to the high standard and excellent character of Randolph-Macon Academy, at Front Royal, Va., under its efficient Principal, assisted by a corps of thoroughly competent teachers. As a patron of the school, I wish to expres myself as entirely satisfied with the intellectual and religious culture which it affords, and heartily commend it to all parents who have boys to educate,

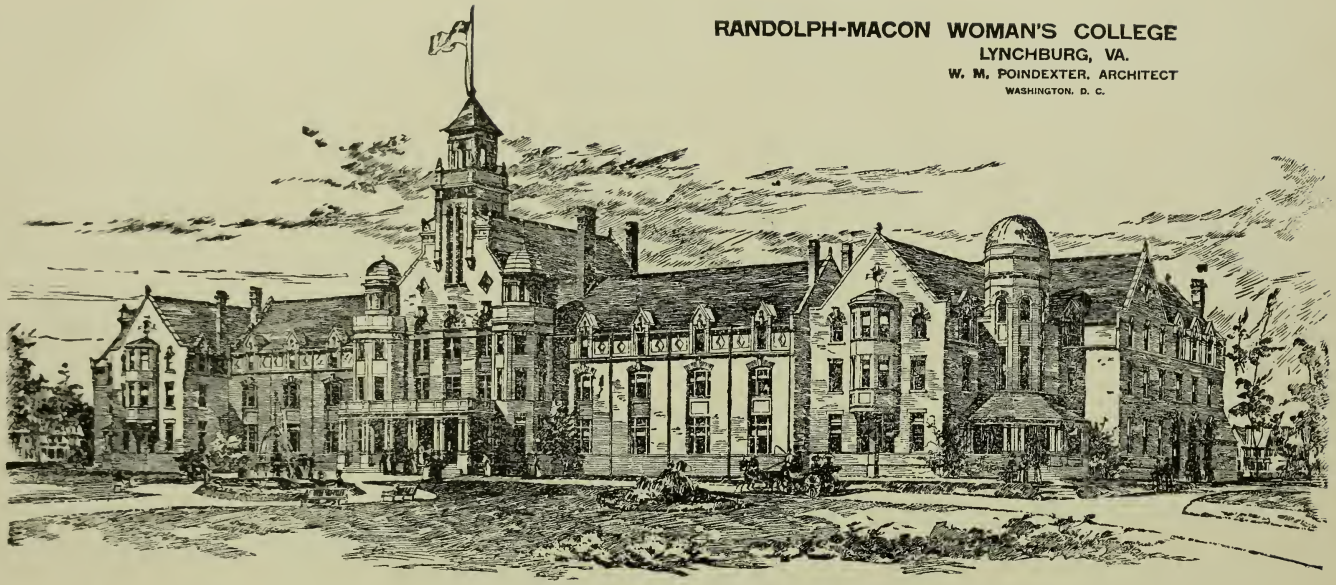
(Rev.) J. H. BOYD,
Pastor M. E. Church South.

STAUNTON, VA.

FALLS CHURCH, VA.

Having had my son at your school during the past term, it gives me great pleasure to say that I feel not only satisfied but gratified at the progress he has made.

JOSHUA KIRBY.



RANDOLPH-MACON WOMAN'S COLLEGE
LYNCHBURG, VA.
W. M. POINDEXTER, ARCHITECT
WASHINGTON, D. C.

The Randolph-Macon Colleges and Academies.

Randolph-Macon Academy,

At Front Royal, is one of four institutions belonging to the "Trustees of Randolph-Macon College," and conducted under their auspices. **Last year 472 Students were enrolled in them.**

Besides the Academy at Bedford City, which is a duplicate of the one herein set forth, there are:

Randolph-Macon College, for Young Men,

AT ASHLAND, VA., AND

Randolph-Macon Woman's College,

AT LYNCHBURG, VA.

THE COLLEGE

At Ashland has won a high position among the best institutions of learning of the country by its successful work for sixty-three years. The new WOMAN'S COLLEGE opened at Lynchburg, September, 1893, offers the same course and maintains the same standards for young women as the College at Ashland does for young men. It is under the immediate superintendence of the Randolph-Macon system, Dr. W. W. SMITH.

For Catalogue of Randolph-Macon College, at Ashland, address,

Capt. Richard Irby, *Secretary,*
ASHLAND, VA.

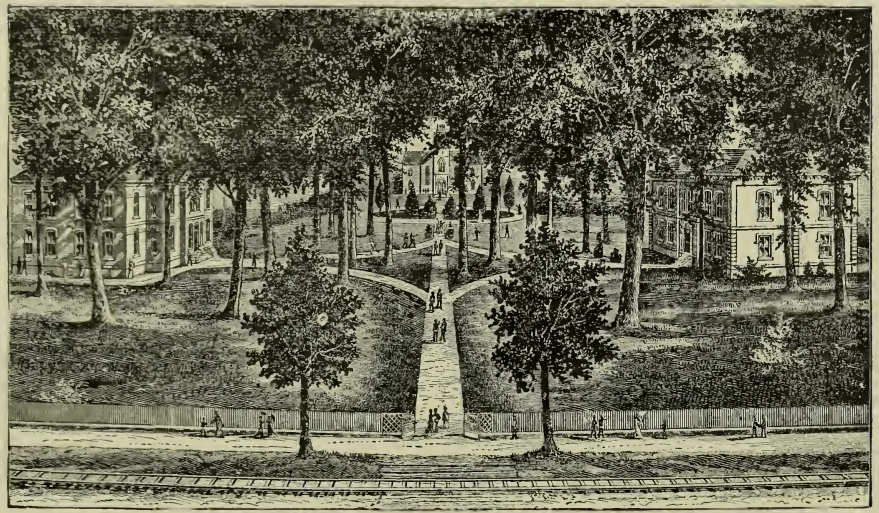
For Catalogue of Randolph-Macon Woman's College, address,

President W. W. Smith, A. M., LL. D.,
LYNCHBURG, VA.

The Randolph-Macon Woman's College

Is the only Endowed College for the Education of Young Women in Virginia. It purposes to expend annually $10,000 in addition to all fees paid upon the education of its students. It is not conducted to make money, but to give to the young women of the South an opportunity to attain the strength of fully developed faculties and the charm of high literary culture under environments in harmony with southern ideals of womanly modesty and grace.

RANDOLPH-MACON COLLEGE.



CATALOGUE.

RANDOLPH-MACON COLLEGE,

ASHLAND, VA.

COLLEGE YEAR 1894--1895.

CHARTERED FEBRUARY 3rd, 1830.

OPENED FOR STUDENTS JANUARY 1st, 1832.

PRESS OF J. W. FERGUSSON & SON,
RICHMOND, VA.

BOARD OF TRUSTEES.

PRESIDENT—BISHOP A. W. WILSON, D. D.
FIRST VICE-PRESIDENT—REV. R. N. SLEDD, D. D.
SECOND VICE-PRESIDENT—REV. SAMUEL RODGERS, D. D.*
RECORDING SECRETARY—REV. PAUL WHITEHEAD, D. D.

		ELECTED.
RICHARD IRBY	Ashland, Va	1854
BISHOP JOHN C. GRANBERY	Ashland, Va	1865
REV. ALEX. G. BROWN, D. D.	Ashland, Va	1871
BISHOP ALPHEUS W. WILSON	Baltimore, Md	1871
REV. WILLIAM W. WALKER	Oldham's Cross Roads, Va.	1871
*REV. SAMUEL RODGERS, D. D.	Baltimore, Md	1874
REV. WILLIAM H. CHRISTIAN	Bedford City, Va	1874
REV. PAUL WHITEHEAD, D. D.	Richmond, Va	1875
JAMES B. PACE	Richmond, Va	1876
REV. R. N. SLEDD, D. D.	Richmond, Va	1877
LEROY S. EDWARDS	Richmond, Va	1877
RICHARD B. DAVIS	Petersburg, Va	1877
REV. JOHN J. LAFFERTY, D. L.	Crozet, Va	1879
REV. P. H. WHISNER, D. D.	Harrisonburg, Va	1879
LOUIS L. MARKS	Petersburg, Va	1880
REV. J. S. HUTCHINSON	Baltimore, Md	1882
REV. S. K. COX, D. D.	Front Royal, Va	1882
REV. W. E. JUDKINS, D. D	Neapolis, Va	1883
*REV. WM. K. BOYLE, D. D.	Hyattsville, Md	1883
JOHN P. BRANCH	Richmond, Va	1883
C. V. WINFREE	Lynchburg, Va	1883
WILBUR J. KILBY	Suffolk, Va	1883
J. H. H. FIGGATT	Fincastle, Va	1884
E. S. CONRAD	Harrisonburg, Va	1885
P. V. D. CONWAY	Fredericksburg, Va	1886
REV. J. LESTER SHIPLEY	Warrenton, Va	1887

		ELECTED.
Rev. Richard Ferguson	Amelia Courthouse, Va	1887
E. B. Prettyman	Baltimore, Md	1887
Rev. S. S. Lambeth, D. D	Churchland, Va	1888
Rev. J. D. Hank	Norfolk, Va	1888
J. P. Pettyjohn	Lynchburg, Va	1888
A. S. Buford	Richmond, Va	1888
F. M. Whitehurst	Norfolk, Va	1888
E. D. Newman	Woodstock, Va	1888
Rev. J. P. Garland, D. D	Norfolk, Va	1891
F. H. Chalmers	Salem, Va	1891
Rev. B. F. Lipscomb	Danville, Va	1892
Rev. J. W. Duffey	Baltimore, Md	1892
G. R. Hill	Alexandria, Va	1892
E. E. Jackson	Salisbury, Md.	1892
Rev. W. E. Edwards, D. D	Danville, Va	1894
R. W. Peatross	Danville, Va	1894
John A. Robinson	Patterson's Depot, W. Va	1894
Geo. B. Finch	Boydton, Va	1894

*Deceased.

OFFICERS OF THE SOCIETY OF ALUMNI.

Rev. J. W. Duffey	Baltimore, Md	*President.*
Rev. H. P. Hamill	Staunton, Va	*First Vice-President.*
Prof. A. K. Davis	Petersburg, Va	*Second Vice-President.*
Prof. W. A. Shepard	R.-M. College	*Cor. Sec. and Treasurer.*
Prof. R. B. Smithey	R.-M. College	*Recording Secretary.*

Orator for June, 1895, J. B. McCabe, Esq., Leesburg, Va.

FACULTY.

COLLEGE.

WILLIAM W. SMITH, A. M., LL. D.,
President.

JOHN A. KERN, D. D.,
Vice-President.

WILLIAM A. SHEPARD, A. M., PH. B.,
Professor of Chemistry and Geology.

ROBERT EMORY BLACKWELL, A. M.,
Professor of English and French.

ROYALL BASCOM SMITHEY, A. M.,
Professor of Pure and Applied Mathematics.

RICHARD M. SMITH, M. A., PH. D.,
Professor of Greek, Hebrew and German.

JOHN A. KERN, D. D.,
Professor of Moral Philosophy and the English Bible.

EDWIN WINFIELD BOWEN, A. M., PH. D.,
Professor of Latin.

BISHOP J. C. GRANBERY, A. M., D. D.,
Lecturer on Homiletics and Pastoral Theology.

ARTHUR C. WIGHTMAN, M. A., PH. D.,
Adjunct Professor of Biology and Physics.

R. W. BUCHANAN, A. B.,
Instructor in English and French.

H. A. CHRISTIAN,
Instructor in French.

C. M. KILBY,
Instructor in Mathematics.

C. G. EVANS,
Instructor in English and Greek.

A. G. BROWN, Jr.,
Director of the Department of Physical Culture.

OFFICERS.

RICHARD IRBY,
Secretary and Treasurer.

D. S. ELLIS, M. D.,
College Physician.

Rev. W. T. GREEN,
Chaplain.

Graduates, 1893-'94.

Masters of Arts.

JUNE, 1894.

ARMSTRONG, EDWARD COOKE.....Maryland.
ARNOLD, BENJAMIN WILLIAM, JR.....Virginia.
*FERGUSON, RICHARD, SR.....Virginia.
FERGUSON, RICHARD, JR.....Virginia.
HUGHLETT, ARETAS MITCHELL.....Virginia.
*JONES, JOHN W.....Idaho.
NEWBILL, FRANK GUY.....Virginia.
SLEDD, ANDREW.....Virginia
WAMSLEY, JOHN ELLIOTT.....Virginia.

*Conferred under the law existing when he took A. B.

Bachelors of Arts.

JUNE, 1894.

BLANCHARD, WILLIAM MARTIN.....North Carolina.
BUCHANAN, RAYMOND WILEY.....Arkansas.
CANTER, HARRY MARVIN.....Washington, D. C.
EDWARDS, EVAN ALEXIS.....Maryland.
HAYNES, WILLIAM THOMAS ADAMS.....Virginia.
JONES, THOMAS MADISON.....Virginia.
TERRELL, JOHN LAWRENCE.....Texas.
TURNER, STEPHEN HENLEY.....Virginia.
WRIGHT, ERNEST LINWOOD.....Virginia.

Graduates in Subjects.

Arnold, B. W., Jr., Virginia.....Mathematics.
Baggarly, Carroll M., Virginia.....Latin.
, Samuel J., Virginia.....Chemistry, The English Bible.
chard, William M., North Carolina.....Chemistry, Mathematics.
an, Alex. G., Jr., Virginia.....Biology, English.
chanan, R. W., Arkansas.....German.
Canter, H. M., District of Columbia.....The English Bible.

Carter, Henry, Virginia.....Chemistry
Christian, Henry A., Virginia.....Latin, Chemistry.
Cooper, Henry R., Virginia.....Chemistry.
Dahl, E. Peabody, Virginia.....Chemistry, Greek, English.
Drewry, Patrick H., Virginia.....Latin.
Eason, Camillus F., Virginia.....English.
Edwards, Evan Alexis, Maryland.....Latin, The English Bible.
Eakin, Byron W., Virginia.....Chemistry.
Fletcher, Howard, Virginia.....Chemistry, Latin.
Granbery, John C., Virginia.....Latin, Chemistry.
Hammond, Rosser M., West Virginia.....Chemistry.
Hank, Josiah D., Jr., Virginia.....Chemistry, Mathematics.
Hatcher, S. C., Virginia.....The English Bible.
Haynes, William T. A., Virginia.....Latin, The English Bible.
Hilbert, F. W., Maryland.....German.
Howison, Robert C., Virginia.....Greek, French.
Hunt, Frank H., Virginia.....Chemistry.
Jones, Thomas M., Virginia.....Latin.
Kern, Harry R., Virginia.....Chemistry.
Kilby, Clinton M., Virginia.....Latin, Chemistry, Mathematics, German.
Langley, Joseph D., Virginia.....The English Bible.
Leigh, Richard E., Mississippi.....Latin, German.
McDonald, William B., Maryland.....Chemistry.
Merritt, Daniel T., Virginia.....Chemistry.
Montgomery, Benjamin F., Virginia.....Latin.
Ogg, M. A., Virginia.....Chemistry.
Peck, Albert B., Virginia.....Chemistry.
Poindexter, John S., Virginia.....Chemistry.
Porter, James T., Virginia.....Chemistry, Latin.
Robertson, John H., Virginia.....German.
Shreve, Richard S., Virginia.....Chemistry.
Sledd, A., Virginia.....English.
Smith, Edwin P., Virginia.....Latin, French, German.
Smithey, (Miss) Estelle, Virginia.....Mathematics.
Smithwick, W. R., Virginia.....French.
Terrell, John L., Texas.....Chemistry.
Turner, Stephen H., Virginia.....Chemistry, German.
Watts, Charles W., Virginia.....Chemistry, German.
Watts, S. H., Virginia.....German.
Winfree, W. Russell, Virginia.....Chemistry.
Woodward, Joseph S, Virginia.....Chemistry.
Woolf, Ernest L, Virginia.....Latin, Chemistry.

Prizes and Medals.

AWARDED JUNE, 1894.

Sutherlin Prize Medal for Oratory.

ANDREW SLEDD.....Virginia.

H. W. Murray Medals.

For Scholarship, THOMAS M. JONES.....Virginia.
For Proficiency, GEORGE V. RECTOR.....Virginia.

Walton Greek Prize.

E. PEABODY DAHL.....Virginia.

Washington Society Medals.

Orator's Medal, S. C. HATCHER.....Virginia.
Debater's Medal, W. T. A. HAYNES.....Virginia.
Declaimer's Medal, B. V. SWITZER.....Virginia.

Franklin Society Medals.

Debater's Medal, A. SLEDD.....Virginia.
Improvement in Debate Medal, F. W. HILBERT.....Maryland.
Declaimer's Medal, B. KILBY.....Virginia.

CATALOGUE OF STUDENTS,

WITH NUMBER OF SESSIONS ATTENDED,

1894-'95.

Adams, Eleaza Tarrant, Jr.	Berkley, Virginia	1
Allen, Brown M.	Fincastle, Virginia	1
Allen, John Stephen	Spring Garden, Virginia	3
Anderson, Walter Sewall	Academy, West Virginia	2
Armentrout, Charles Edwin	Melrose, Virginia	3
Baggarly, Carroll M.	Washington, Virginia	3
Barnes, Lyndon Weddelle	Ashland, Virginia	4
Baxter, O. F.	Elizabeth City, North Carolina	1
†Beckham, Benjamin Moore (A. B)	Hanover, Virginia	
Beckley, Stuart Heber	Fincastle, Virginia	1
Bennett, N. A.	Ashland, Virginia	1
Berry, George William	Culpeper, Virginia	2
Best, William Hinkle	Frederick, Maryland	2
Blackwell, Irving Hall	Broad Run, Virginia	2
Blincoe, A.	Ashland, Virginia	1
Bloxton, Floyd Emmett	Reedy Spring, Virginia	4
Booker, George Edward, Jr.	Ashland, Virginia	1
Booth, Benjamin Saunders	Petersburg, Virginia	2
Booth, Decatur Maynard	Petersburg, Virginia	2
Bowen, Tennyson Crane	Bowen's, Maryland	2
Boyd, Stephen Decatur, Jr.	Leesburg, Virginia	2
Boyle, William Veitch	Hyattsville, Maryland	3
Brown, Alexander Gustavus, Jr.	Ashland, Virginia	6
Brown, William Scott	Ashland, Virginia	6
Burruss, Frank	Penola, Virginia	4
Campbell, Horace	Edinburg, Virginia	1
Carter, Samuel Redd	Ashland, Virginia	2
Chadwick, Floyd Francis	Keyser, West Virginia	1
Chalkley, Adoniram Judson	Ashland, Virginia	1
Chalkley, John William	Ashland, Virginia	2
Christian, Henry Asbury	Lynchburg, Virginia	3
Clayton, John Kerr	Lawrenceville, Virginia	2

Clements, Patrick Henry	Willow, Virginia	2
Colonna, William Briggs	Boykins, Virginia	2
Cooper, Henry O'B	Culpeper, Virginia	2
Cooper, J. Robert	Culpeper, Virginia	2
Cornett, Glenn Copenhaver	Elk Creek, Virginia	1
Danne, William Scott	Trevilian's, Virginia	2
Davis, Joseph Sampson	Williamsburg, Virginia	1
Davis, M. H	Ashland, Virginia	1
Dice, Charles S	Upperville, Virginia	2
Dickerson, W. Woody	Lynchburg, Virginia	3
*Dolly, James C. (A. B)	Danville, Kentucky	
Drewry, Patrick Henry	Petersburg, Virginia	3
Dulin, John Henry	Leesburg, Virginia	1
Eakin, Byron Wallace	Blacksburg, Virginia	3
Early, L. Hunter	Munford, Virginia	2
Eason, James LaSalle	Hickory, Virginia	1
Edwards, William Emory	Danville, Virginia	3
Elder, Thomas Clayton, Jr.	Staunton, Virginia	1
Engle, Wilbur G	Berryville, Virginia	1
Eure, John Walter	Gatesville, North Carolina	6
Eutsler, Ernest Eugene	Mt. Meridian, Virginia	1
Eutsler, Robert L	Mt. Meridian, Virginia	3
Evans, Charles Graham	Manteo, North Carolina	6
Fleming, William Bowden	Ashland, Virginia	1
Fletcher, Howard	Warrenton, Virginia	3
Fletcher, Hugh	Warrenton, Virginia	1
Flippen, James Hobson	Clinton, Virginia	1
Granbery, John Cooper, Jr.	Ashland, Virginia	5
Hammond, Rosser Mead	Lewisburg, West Virginia	2
Hank, Josiah Dickinson, Jr	Norfolk, Virginia	4
Harry, John Courtenay	Richmond, Virginia	1
Hatcher, John Henry	Salem, Virginia	1
Hatcher, Richelieu	Chester, Virginia	1
Hilbert, Fred. William	Baltimore, Maryland	5
Hill, David Spence	Kansas City, Missouri	2
Homes, Charles Francis	Boydton, Virginia	2
Hosier, John David	Hampton, Virginia	2
*Howison, Robert Cooke	Wytheville, Virginia	6
Hunter, R. Murray	Richmond, Virginia	1
Isaacs, William Bryan, Jr.	Ashland, Virginia	1
Jackson, Hugh William	Salisbury, Maryland	2
Jeffreys, Walter Addison	Skipwith, Virginia	2
Jones, Charles Pinckney, Jr.	Monterey, Virginia	2
Jones, Edwin Bunker	Monterey, Virginia	1
Jordan, Edward McConnell, Jr.	Ashland, Virginia	3
Jordan, James Wood	Ashland, Virginia	3
Jordan, Wallace Pell	Ashland, Virginia	1

Kern, Alfred	Ashland, Virginia	1
Kern, Le Roy	Ashland, Virginia	1
Kerr, Henry Drewry	Staunton, Virginia	2
Kilby, Bradford	Suffolk, Virginia	2
Kilby, Clinton Maury	Suffolk, Virginia	3
Leigh, Richard Eugene	Columbus, Mississippi	3
Licklider, Albert Harp	Norfolk, Virginia	1
Lillaston, John William	Gloucester Point, Virginia	3
Lindsay, Philip Crisler	Criglersville, Virginia	1
Litchfield, George Victor, Jr	Abingdon, Virginia	2
McCartney, John Elliott	Richmond, Virginia	4
Marks, Richard Harrison	Garysville, Virginia	3
Merritt, Daniel Tatum	Norfolk, Virginia	6
Mullen, James	Petersburg, Virginia	2
Newbern, Julian	Powell's Point, North Carolina	1
Norris, S	Ashland, Virginia	1
Payne, William Edward, Jr	Charlottesville, Virginia	4
Peerman, Ernest Leslie	Rustburg, Virginia	3
Poindexter, John Samuel	Forest Depot, Virginia	2
Pollard, William Thompson	Alexandria, Virginia	1
Porter, James Temple	Mt. Jackson, Virginia	4
Robertson, John Henry	Lynchburg, Virginia	3
Rucker, Marvin Pierce	Manchester, Virginia	1
Scott, Neil Courtice	Richmond, Virginia	1
Shearer, Lewis Cabe	Karl, Virginia	1
Shultice, Waverly Apperson	Piedmont, West Virginia	1
Smith, Hampden Harrison	Cambridge, Maryland	2
Smithey, E	Ashland, Virginia	
Smithey, Marvin Edward	Chase City, Virginia	2
*Smithwick, William R. (A. B.)	Bowling Green, Virginia	
Switzer, Boyd Valentine	Mt. Crawford, Virginia	2
Sydenstricker, Hubert	Romney, West Virginia	2
Tomkies, Neal Fleming	Tallahassee, Florida	1
Tyler, George Thomas, Jr	Upperville, Virginia	3
Tyler, Samuel Rodgers	Upperville, Virginia	1
Walker, E. Wilson	Gaithersburg, Maryland	1
Walker, John Henley	Walkerton, Virginia	1
Ware, William L	Amherst, Virginia	
Warfield, Allen Adgate, Jr	Alexandria, Virginia	1
Watts, Stephen Hurt	Lynchburg, Virginia	2
Wheary, William Augustus	Petersburg, Virginia	1
Whisner, Allen H.	Waterford, Virginia	4
White, Willie S	Norfolk, Virginia	1
Whitehead, Robert Cabell	Ashland, Virginia	2
Williams, Patrick Henry	Camden, North Carolina	3
Wise, Boyd Ashby	Cantersburg, Virginia	1
Wolff, Eldridge Eakin	Winchester, Virginia	2

Wood, James Harvey, Jr.	Bristol, Virginia	2
Woodard, Joseph Samuel	Branchville, Virginia	3
Woolf, Ernest Lee	Rectortown, Virginia	4
Wright, George M	Ashland, Virginia	1
Zimmerman, Edgar R	Romney, West Virginia	1

* Non-resident Post-graduate students.
† Resident Post-graduate students.

Matriculates	127
Post-Graduates	4
Total	131

CLASSIFICATION.

BY STUDIES.

Latin	79	Chemistry and Geology	43
Greek	49	Physics	31
Hebrew	1	Biology	20
English	80	Moral Philosophy	26
French	21	Political Economy	34
German	33	The English Bible	22
Mathematics	66	Physical Culture	74
Applied Mathematics	4		

Courses of Instruction.

The subjects in which instruction is given in the College are Latin, Greek, Hebrew, English, German, French, Mathematics, Chemistry and Geology, Physics, Biology, Moral Philosophy, the English Bible, Elocution and Physical Culture.

In these subjects courses of study are arranged leading to the degrees of Bachelor of Philosophy, Bachelor of Arts, and Master of Arts.

I. LATIN.

PROFESSOR E. W. BOWEN.

Introductory Year.—This class is designed for those students whose knowledge of Latin is not sufficient to admit them into the first collegiate course. For entrance into this class, the student must give evidence, by examination or otherwise, of a thorough acquaintance with the inflections and of some experience in translating Cæsar. A rapid review of the forms is given, and the class begins the study of syntax. Cæsar and Sallust are read, and particular attention is given to analysis. The leading principles of Latin syntax are taught and carefully applied in weekly exercises in Latin prose composition. The history of Rome is studied.

Text-Books: Cæsar's Gallic War (Harper & Tolman); Sallust (Herbermann); Bingham's Latin Grammar (McCabe's edition); History of Rome (Creighton).

This class recites daily.

College Courses.

First Year.—In this class Cicero's Orations and Virgil are the texts which are read, and an effort is made to secure elegance and beauty as well as accuracy of translation. The principles of Latin versification are studied, and especial attention is given to the Dactylic Hexameter. This class aims at a more extended and accurate knowledge of the syntax of the language, which is applied in the analysis of the authors read, as well as in weekly exercises in prose composition.

Text-Books: Cicero's Select Orations (Allen & Greenough); Virgil's Bucolics and Æneid (Greenough); Gildersleeve's Latin Grammar (3d edition) and Exercise Book

Second Year.—The work of this class introduces the student to the subject of Roman history, Livy and Tacitus being the authors read. The origin and development of Roman history will be briefly treated by lecture. The

systematic study of Latin syntax with its application in weekly exercises in prose composition and in analysis is continued in this class. Some attention is also given to comparative philology. Towards the end of the session Horace may be read.

Text-Books: Livy, Books XXI and XXII (Westcott or Lord); Tacitus's Agricola and Germania (Hopkins); Grammar and Exercise Book as in First Year.

Third Year.—The work of this year deals mostly with Latin poetry. During the first term especial attention is given to Roman satire, the satires of Juvenal and Horace being the works read. A brief historical introduction to the subject of Roman satire is given by lecture. During the second term the class studies Horace's Odes and Cicero's Philosophical Works, especially the De Senectute and De Amicitia. The work of the year embraces alsothe subject of Prosody, the literature of the language, comparative grammar (treated by lecture), and original exercises in prose composition.

Text-Books: Juvenal (Hardy); Horace (Kirkland, Smith); Cicero (Kelsey); Roman Literature (Bender).

The college courses recite three times a week. Private reading is required in each of these.

All students desiring to enter any of the college courses must show satisfactory acquaintance with the preceding courses.

II. GREEK AND HEBREW.

Professor R. M. Smith.

In the languages taught in this department, attention will be paid to—

(1.) The accurate study of the individual languages and of the best writers in them, with a view to the multiplied means of acquiring information, to the mental training, and to the taste and skill in style to be thus gained.

(2.) The most important facts, principles, and teachings of Etymology and Historical and Comparative Grammar.

(3.) Knowledge bequeathed us in the languages studied, and interesting and useful information about the respective peoples, particularly in regard to culture, morals, and religion.

I. GREEK.

Introductory Year.—Five recitations a week and weekly exercises.

In this class is sought a knowledge of forms and principles of syntax, of the Greek element in English, of the religion and social life of the Greeks, and of the history of Greece as a factor in the development of the world. The student also begins simple work in the Greek Testament.

Text-Books: Harkness' First Greek Book; The Greek in English (Goodell) Mahaffy's Old Greek Life; Fyffe's History of Greece; Calvert's Select Readings in the Greek Testament; "The Study of Greek."

Parallel: Bryant's translation of Homer's Iliad or Odyssey must be read, and an essay upon it of eight pages will be required.

College Courses.

1. **First Year.**—Five recitations a week and weekly exercises.

The work of this year is devoted to obtaining a more accurate and extended knowledge of the forms and constructions of the language by the use of a higher grammar and by thorough analysis by means of diagrams; to a careful study of the language and thoughts of Xenophon's Recollections of Socrates; to the study and discussion of Greek methods of education; and to a rapid view of Greek literature illustrated by extracts selected from famous Greek writers.

Text-Books: Goodwin's Grammar; Xenophon's Recollections of Socrates (Winans); Jebb's Greek Literature; Mahaffy's Old Greek Education.

Parallel (to be read in English translations): Xenophon's Education of Cyrus and selections from Plutarch's Lives. An essay of ten pages will be required on "Contrasts Between Greek and American Education."

2. **Second Year.**—[The work of this year completes the requirement in Greek for the degree of A. B.]

Three recitations a week and weekly exercises.

The course of this year embraces the study of ante-classical and post-classical Greek as contained in Homer and the New Testament. Careful attention is paid to the poetic form and characteristics of Homer and to comparative philology and historical grammar, and an earnest effort is made to secure for the student benefits to be derived from his own ability to read the New Testament in the original Greek and from the work on that subject done by others.

Text-Books: Goodwin's Grammar; Sidgwick's Greek Prose Composition; Homer (Keep); The Revised Greek-English New Testament (Westcott & Hort); Robinson's Greek Harmony; "Teaching of the Twelve Apostles."

Parallel (to be read in English): Trial and Death of Socrates (Church); Xenophon's Recollections of Socrates; Light to the Ancient Greeks.

3. **Third Year.**—Three recitations a week. Exercises. A Greek Club.

This course is for those prepared by the work of the previous three years to study Greek not so much for linguistic training as for the development of taste and literary culture. Writings of Plato, Demosthenes, Sophocles, and Thucydides are studied not as mere stores of forms, constructions, and etymologies, but as worthy specimens of philosophy, oratory, poetry, and history. A short oration of Demosthenes must be declaimed and metrical translations made of the simple metres of Sophocles. To writers other than the four mentioned the student is introduced by the work of the Greek Club and by English translations.

Text-Books: Sidgwick's Greek Prose Composition; Purve's Selections from Plato, Demosthenes, Sophocles, Thucydides; Willson's Mosaics of Grecian History; The Poetics of Aristotle; Longinus On the Sublime; Goodwin's Grammar for reference.

To be read in English translations: Part of the Republic of Plato; Part of the Republic of Aristotle; Part of the Œconomicus of Xenophon; The Prometheus Bound of Æschylus; The Alcestis of Euripides; Plutarch "On Superstition."

A class of advanced students meets with the Professor twice a week throughout the session, for the purpose of completing, as nearly as possible, the reading of the New Testament in Greek.

II. HEBREW.

1. **First Year.**—Two recitations and exercises a week.

Text-Books: Harper's Introductory Hebrew Method and Manual; Harper's Elements of Hebrew; Hebrew Bible; Hebrew-English Dictionary.
Parallel in English: The Apocrypha; Extracts from Josephus.

2. **Second Year.**—Two recitations a week. Parallel in English.

III. ENGLISH.

PROFESSOR BLACKWELL.

The study of English is on an equal footing with that of Latin and Greek. The same amount of time is allotted to it; the same rigorous method is pursued. There are three College classes, and a preliminary course of one year for those who have not been able fully to prepare themselves for College. For entrance into this introductory course, a knowledge of the parts of speech and of the inflections of the language, and a familiarity with the elementary laws of syntax are required. To enter the College course, students must be prepared to stand an examination on the work of the Introductory Year.

Introductory Year.

First Term.—English Grammar, chiefly the Grammatical Analysis; English History as a basis for the study of English Literature.

Text-Books: Whitney's Essentials of English Grammar, latter part; Buckley's History of England.

Second Term.—Genung's Outlines of Rhetoric, through the subject of the Sentence; Cathcart's Literary Reader.

During this year the class meets three times a week, and weekly exercises are required. A course of parallel reading is assigned.

College Courses.

First Year.

First Term.—Bain's Grammar in part; Genung's Practical Rhetoric—the Sentence and the Paragraph; Genung's Rhetorical Analysis; Scott's Lady of the Lake, Ivanhoe.

Second Term.—Genung's Practical Rhetoric, Invention; Genung's Rhetorical Analysis; Brooke's English Literature, edited by Kellogg; and three plays of Shakspere.

The class meets five times a week, and weekly exercises are required.

Second Year.

First Term.—English Prose of the 19th Century, with especial reference to the essay; selections from DeQuincey, Macaulay and Carlyle; Cook's First Book in Old English.

Second Term.—English Oratory; Clarke's Political Speeches, Macaulay's Speeches; Cook's First Book in Old English.

The class meets three times a week, and weekly exercises are required.

Third Year.

First Term.—The Elizabethan Drama; Middle English.

Second Term.—English Poetry of the 19th Century; Chaucer; Historical Grammar.

The class meets three times a week, and essays are required from time to time as a part of the work in literature.

The First and Second Years are required for the degree of Bachelor of Arts, and the Third Year is elective for the degree of Master of Arts.

IV. GERMAN.

PROFESSOR R. M. SMITH.

The object sought by the work in German is ability to pronounce and translate German fluently and correctly, an acquaintance with characteristic excellencies of German life and literature, and some knowledge of the kinship of the English and German languages and of the place of Germany and Germanic races in the history of Europe and the progress of the world.

1. First Year.—Three recitations a week and weekly exercises—Talks on German History.

Text-Books: Whitney's Smaller Grammar, Whitney's Reader, Yonge's History of Germany, Parry's Life Among the Germans, Das Haidedorf.

2. Second Year.—Three recitations a week and weekly exercises—Talks on German Life and Literature.

Text-Books: —— Grammar, Hermann and Dorothea (Goethe), a play of Schiller, Heine's Harzreise, Scheffel's Trompeter von Säkkingen.

Members of this class must attend a club which, under the guidance of the Professor, holds meetings for practice in speaking the language.

V. FRENCH.

PROFESSOR BLACKWELL.

First Year.

First Term.—Five times a week and weekly exercises.

Text-Books: Whitney's Grammar, Part I; Super's French Reader.

Second Term.—Five times a week and weekly exercises.

Text-Books: Whitney's Grammar, Part II; Crane and Brun's Tableaux de la Révolution Française; Super's Historical Reader in part; Montgomery's French History in part.

Second Year.

First Term.—Three times a week with weekly exercises.

Text-Books: Crane's La Société Française au XVII ième Siècle; Molière's Les Précieuses Ridicules, and Les Femmes Savantes; the literary history of the 17th century.

Second Term.—Three times a week with weekly exercises.

Text-Books: Molière's Le Misanthrope; Corneille's Le Cid; Racine's Athalie; Crane's Le Romantisme Française; Saintsbury's French Literature.

The first year is an elective for the degree of Bachelor of Arts, and the second for the degree of Master of Arts.

VI. CHEMISTRY AND GEOLOGY.

PROFESSOR SHEPARD.

1. Course in Chemistry.—The subjects embraced in this course are taught by text-books and by lectures. A rapid review of the rise and progress of the science from its beginning to Lavoisier's time will be given in lectures. Inorganic Chemistry, embracing Chemical Philosophy, the discussion of the Atomic Theory, the principles of Chemical Analysis, the Relations of Chemistry to Agriculture and the Arts, etc., etc., and the Chemistry of the Carbon Compounds will be taught in their order.

Students are required to do laboratory work.

Four lectures a week during the College year and from one to two hours a week in the laboratory.

Water and gas have been brought into the laboratory and ample facilities for the use of the student in practical work have recently been provided.

A laboratory fee of five dollars per session is required of each student in Chemistry and Geology.

2. Course in Geology.—This subject will be taught mainly from a text-book, supplemented by informal lectures, and illustrated by geological specimens.

One hour a week during the College year.

Text-books: Shepard's Inorganic Chemistry; Youman's Organic Chemistry; LeConte's Geology.

VII. PHYSICS.

DR. WIGHTMAN.

Instruction in Physics is given in two courses known as—1st, A Course in Experimental Physics; 2nd, A Course in Astronomy.

1. A Course in Experimental Physics.—Instruction is given in two supplementary parts. (1) Recitations. (2) Laboratory Work, extending throughout the year.

(1.) In recitations the class meets three times a week throughout the year. The course is elementary and general. It embraces: Mechanics of Liquids, Solids, Gases; Sound; Heat; Light; Electricity. Instruction is given chiefly by experimental lectures, and in this way some parts of the text-book are largely supplemented.

(2.) *Laboratory Work.*—Two hours a week. In addition to the regular recitations, the student will be required to perform, under the supervision of the Director, as thoroughly as possible, a series of experiments, repeating what was done before him in the recitations, and also performing other experiments which will be assigned to him. He thus, by experience, becomes acquainted with the fundamental laws of matter explained in his text-book. Junior Mathematics is required for admission to this class.

2. A Course in Astronomy.—This class meets three times a week during the second half-session. The course is a general one, and partly concerns the instruments, methods, and data of practical astronomical work, partly is descriptive of the present state of astronomical knowledge. The work is done by recitations, lectures and observations. Special work in observation is assigned to individuals, upon which they report before the class. The Lutz Observatory, founded by Mrs. M. A. Lutz, in memory of her husband, F. A. Lutz, formerly a trustee of the College, is provided with sextant, transit instrument, a reflecting telescope of five inches aperture, and a refracting telescope of five and a quarter inches aperture, made by Byrne, worked over by Alvan Clark & Sons. This telescope is equatorially mounted, and is provided with driving clock and graduated circles. The facilities of the Observatory are made perfectly accessible to the class. Experimental Physics and Trigonometry are required for admission.

Text-books: Newcomb and Holden's Astronomy.

VIII. BIOLOGY.

DR. WIGHTMAN.

The work in Biology is divided into two courses, each a year in length.

1st. A course in General Biology.

2d. A course embracing the Physiology of Man and the lower animals.

1. General Biology.—Instruction in this class will be given by means of (1) Lectures, (2) Laboratory Work.

(1). *Lectures.*—Three hours a week throughout the year. This course will consist of a series of lectures delivered by the Director, and will embrace a comparative study of living things—animal and vegetable. Beginning from such simple microscopic organisms as the Yeast plant and the Amœba, the student will be led to consider types of the great classes of the animal and vegetable kingdoms until he reaches such a complex organism as a common flower, the bean plant or the buttercup, and a typical mammal—the rat or rabbit. The work of the year will close with the study of Embryology and Botany. In the former, the development of the chick will be taken as a type; in the latter, special attention will be paid to the methods of collecting, preserving, and classification of specimens.

(2). *Laboratory Work.*—Four hours per week in two periods of two hours each on consecutive days. The student will be required not only to attend the lectures, but also in the laboratory to confirm by his own observations the chief points dwelt upon in the lectures of the Director. The student thus becomes familiar with the use of the microscope and with those forms of living things which serve as illustrations of the great biological laws. Frequent excursions will enable him to become acquainted with the methods of collecting plants and animals; the identification of species; and the classification and arrangement of an herbarium. An excellent zoological collection, representing over four hundred species, will also be at his disposal.

Experimental Physics will be required for admission to this class.

2. Physiology.—In this class also instruction will be given by means of (1) Lectures and (2) Laboratory Work. The lectures will be amply supplemented by suitable demonstrations, and in the laboratory the student becomes acquainted by experience with the details of microscopy and with the methods of experimental physiology. The following synopsis of the course will give an idea of its scope:

(1.) *Lectures.*—Three hours a week throughout the year. The subjects embraced in this course are—

(*a*) Comparative anatomy of mammalia.
(*b*) Microscopic anatomy of man and higher animals.
(*c*) Physiology and hygiene of man.

(2.) *Laboratory Work.*—Four hours a week in two periods of two hours each on consecutive days throughout the year.

(*a*) Dissection of dog or rabbit.
(*b*) Preparation and microscopic examination of the tissues of man and the higher animals.
(*c*) Demonstrations and experiments on the physiology of the organs of man and the higher animals.

Experimental Physics and Chemistry are required for admission to this class.

Attention is called to the substitution of Senior Biology for Senior German. This substitution opens to students a preliminary medical course intended for those who wish to become physicians, and who wish to gain in their college course a knowledge of those branches which form the essentials of medical science.

IX. MATHEMATICS.

PROFESSOR SMITHEY.

I. PURE MATHEMATICS.

The work of this department is designed to give an accurate knowledge of the fundamental ideas and of the scope of the chief branches of Pure Mathematics, and to render their principles effective in developing in the student the power of independent and consecutive thought. In all the courses, the working of original exercises during the session and at the examinations is required as a test that the subjects that are studied are understood.

The method of instruction is, in most of the courses, by text-books, supplemented by informal lectures.

Introductory Year.

1. Elementary Algebra extending through Quadratic Equations and including Exponents and Surds. Five hours a week during first half session.
2. Elementary Geometry extending through three books of Euclid. Five hours a week during second half session.

In addition to the regular work done in the lecture-room, written exercises are required weekly.

The courses of this year are designed for students who are without sufficient preparation to enter at once upon the College work.

Text-books: Charles Smith's Elementary Algebra; Euclid's Elements, edited by Hall and Stevens.

College Courses.

First Year.

1. Algebra beginning with Equations of the Second Degree. Five hours a week during the first sixteen weeks of the first half session.

2. Determinants—a brief course. Five hours a week during the last four weeks of the first half session.

3. Plane Geometry beginning with the fourth book of Euclid. Five hours a week during the first ten weeks of the second half session.

4. Solid Geometry. Five hours a week during the last ten weeks of the second half session.

In addition to the regular work done in the lecture-room, written exercises are required weekly.

An accurate knowledge of Algebra through Equations of the Second Degree and of as much of Plane Geometry as is contained in three books of Euclid, is the preparation needed for the courses of the first year.

Text-books: Todhunter's Algebra for Schools and Colleges; Peck's Determinants; Euclid, edited by Hall and Stevens; Bartol's Solid Geometry.

Second Year.

1. Plane and Spherical Trigonometry, with applications. Four hours a week for the first sixteen weeks of the first half session.

2. The Elements of the Theory of Equations—a brief course. Four hours a week during the last four weeks of the first half session.

3. Analytical Geometry of Two Dimensions. Four hours a week during the second half session.

In addition to the regular work done in the lecture-room, written exercises are required weekly.

A thorough knowledge of Algebra and of Plane and Solid Geometry is the preparation needed for the courses of the second year.

Text-books: Newcomb's Plane and Spherical Trigonometry; Newcomb's Logarithmic Tables; Puckle's Conic Sections (fifth edition).

Third Year.

1. Analytical Geometry of Three Dimensions—a brief course. Three hours a week for the first five weeks of the first half session.

2. The Differential Calculus, with applications. Three hours a week for twenty weeks.

3. The Integral Calculus, with applications. Three hours a week during the last fifteen weeks of the second half session.

4. A course in Parallel Reading.

An accurate knowledge of the work of the first and second years is the preparation needed for the courses of the third year.

Text-books: Analytical Geometry of Three Dimensions, treated by lectures; Todhunter's Differential Calculus; Todhunter's Integral Calculus; Bledsoe's Philosophy of Mathematics.

Mathematics through the second year is required for the degree of Bachelor of Arts. The work of the third year can be taken as a substitute for the third year's work in Latin in the Bachelor's Degree, and it can be offered as one of the electives for the degree of Master of Arts.

II. APPLIED MATHEMATICS.

While the College does not aim to give students a technical education, yet facilities are afforded by which a knowledge of some of the more useful applications of Mathematical principles may be acquired. The following courses are offered in Applied Mathematics:

1. Descriptive Geometry—Problems of the point, line and plane. Surfaces, single-curved and double-curved, intersections, tangencies, etc.

Shades and Shadows, and Perspective. Isometric Projections.

2. Land Surveying. Computation and division of areas. Field practice is given with the chain, the compass, the theodolite and the level.

X. MORAL PHILOSOPHY.

PROFESSOR KERN.

In this department are two courses of study, with the following arrangement of subjects and recitations:

I. MORAL PHILOSOPHY.

First Year.—Psychology, Logic, Ethics. Four recitations a week.

Text-books: Hopkins' Outline Study of Man; Jevons' Lessons in Logic; Hopkins' Law of Love.

Second Year.—Psychology, History of Philosophy, Natural Theology. Three recitations a week.

Text-books: Porter's Elements of Intellectual Science; Flint's Theism.

The text-book is used either as the basis of instruction or its point of departure. The student's own opinions are never accepted as a substitute for the knowledge of the subject as taught; but independent thinking is encouraged. Free use is made of diagrams on the blackboard, in illustrating psychological relations. As a means to the attainment of practical familiarity with logical formulas and the detection of fallacies, weekly exercises in Logic are required during the greater part of the First Year.

A special course of lectures on Psychology is given to the class of the First Year. To this class, also, a course of lectures on the Physiological Basis of Psychology is delivered by Dr. A. C. Wightman. The subject is amply illustrated with human and other brains, and with demonstrations of the action of the brain, the spinal cord, and the sense-organs.

The History of Philosophy is studied through the whole session. A brief survey of the course of philosophical thought, ancient and modern, is given in lectures; and in addition, suitable reading in the works of representative philosophers and their historians is required.

It is claimed that the course, as a whole, is an adequate introduction to the study of Philosophy.

II. POLITICAL ECONOMY.

This class meets twice a week throughout the session. It is usually taken separately from the other classes of the school, and for satisfactory attainments in it a certificate of distinction is awarded. The study of some question in practical economics is assigned as parallel work. The book used for this purpose next session will be "*Ely's Socialism and Social Reform.*"

Text-book: F. A. Walker's Political Economy.

XI. THE ENGLISH BIBLE.

Professor Kern.

Three classes, with subjects and recitations as follows:

First Year.—Biblical Introduction. Three recitations a week.

Text-books: Swinton's Bible Word Book; Freeman's Bible Manners and Customs; Old Testament History (Lectures); Barrow's Companion to the Bible (Part II).
Parallel Reading: Schaff's Through Bible Lands.

Second Year.—New Testament Exegesis. Three recitations a week.

Text-books: Barrow's Companion to the Bible (Parts III and IV); Stalker's Life of Christ; The New Testament.
Parallel Reading: Stalker's Life of Paul; Bernard's Progress of Doctrine in the New Testament.

Third Year.—Homiletics and Pastoral Theology. Three recitations a week.

Text-books: The Professor's Lectures on Homiletics and Pastoral Theology.
Parallel Reading: Deems' Sermons; Willcox's The Pastor Amidst His Flock.

This department has been established with special reference to the needs of students for the Christian ministry.

From first to last the English Bible is in the student's hands; and he is expected to acquire a general knowledge of its origin and contents, an acquaintance with Biblical antiquities, and some familiarity with right methods of exegesis and the true theory of preaching.

In homiletics, weekly written exercises are required throughout the session.

XII. PHYSICAL CULTURE.

Dr. D. S. Ellis, Director.

A. G. Brown, Jr., Instructor.

In adding this department to the College, the Trustees had in view two well-established facts:

First. That to maintain the best results in intellectual work, the student must have a healthy, vigorous frame, in order to stand the heavy drain made upon his system by constant mental application.

Second. That the period between sixteen and twenty-six years of age fur-

nishes the best opportunity for overcoming hereditary defects, for filling out undeveloped parts of the body, and for building up for the work of life a sound constitution.

To accomplish the first end, students, on entering this department, are divided into classes that meet three times weekly, and put in charge of an instructor, who sees that they exercise regularly and sufficiently, and yet do not go beyond their strength. The apparatus used for these classes are dumb-bells, clubs, wands, ladders, vaulting-horses and chest-weights.

The second object is more especially the scientific aim of this department. Each student, on entrance, is measured by the director, and his strength tested in every way by instruments specially made for this purpose. These measurements, compared with the standards taken according to height, show him where he is physically most deficient. To aid him in remedying these defects, the director gives him a card, on which his measurements are given, and the apparatus suited to his needs is named, and the extent of its use indicated. This card—a Physical Culture prescription—is to serve the student as a guide when he is not in the hands of the instructor.

Miscellaneous Information.

Location.

Ashland is immediately on the Richmond, Fredericksburg and Potomac railroad, sixteen miles north of Richmond, upon the most elevated plateau between that city and Fredericksburg, Va. The location is distinguished for healthfulness and accessibility. On this account the village of Ashland was originally incorporated as a summer resort, and is much frequented during the heated term, while the comparative infrequency and brief duration of severely cold weather make it especially favorable to health and comfort during the College session. The severe pneumonia and violent fevers of the mountains and the malarial diseases of the Tidewater region are comparatively unknown.

Six passenger trains each way stop at the College daily. Telegraphic connection with all parts of the country. Mail six times a day.

Class Organization.

After an experience of many years, during which both methods have been tested, we deem a well guarded elective system preferable, under existing circumstances, to the curriculum. It affords an advanced student, having special aims, the privilege of pursuing a desired course, and it enables the Faculty to assign suitable work to those who are without uniform preparation, or who cannot remain long enough to complete a degree course.

Instruction is given by text-books and lectures. The effort is made to secure thorough scholarship, and students are retained in lower, or returned from higher to lower classes, until the Professor considers them qualified to advance.

Choice of Studies.

Students will be enrolled in appropriate classes after conference with the President and Professors. Each one is required to have not less than fifteen recitations a week, unless there are special reasons to the contrary, and no study can be changed or discontinued without the consent of the Faculty.

Degrees.

The degrees conferred are: Bachelor of Philosophy, Bachelor of Arts, and Master of Arts. The attainments required to secure these degrees are as follows:

1. For the degree of Bachelor of Philosophy (Ph. B.): Graduation with distinction in Pure Mathematics, Moral Philosophy, French, Chemistry and Biology; certificates of distinction on second year's work in English, second year's work in Latin, second year's work in Physics, Political Economy

Geology; *Electives*, three of which must be chosen: First year's work in German, second year's work in German, third year's work in English, third year's work in Latin, Applied Mathematics.

2. For the degree of Bachelor of Arts (A. B.): Graduation with distinction in Latin and Chemistry; certificates of distinction on second year's work in Greek, second year's work in English, second year's work in Mathematics, first year's work in Moral Philosophy, first year's work in Physics, first year's work in Biology, Political Economy, Astronomy. A four years' course.

In this course, the following substitutions are allowed:

(1.) For Greek, graduation, with distinction in German, and certificate of distinction on the first year's work in French.

(2.) For third year's work in Latin, third year's work in Greek, or third year's work in Mathematics.

(3.) For Analytical Geometry and Political Economy, graduation with distinction in The English Bible.

(4.) For second year's work in German, second year's work in Biology.

The Bachelor of Arts course has been arranged, after much thought, to meet the growing demand for a practical, well-rounded education. It gives an excellent preparation for either business life or professional study. The following arrangement of subjects is recommended to those wishing to obtain this degree:

First Year.	Second Year.
Latin (Introductory year).	Latin (First year).
English (First year).	Greek (Introductory year), or
Mathematics (First year).	German (First year).
Chemistry.	Mathematics (Second year).
	Physics (First year).
Third Year.	**Fourth Year.**
Latin (Second year).	Latin (Third year), or
Greek (First year), or	Greek (Third year), or
German (Second year).	Mathematics (Third year),
Moral Philosophy (First year).	Greek (Second year), or
Biology (First year).	French (First year).
Elocution.	English (Second year),
	Political Economy,
	Astronomy.

3. For the degree of Master of Arts (A. M.): Distinction in the subjects required in the A. B. course, including Analytical Geometry, and graduation with distinction in four additional subjects.

In addition to the subjects prescribed above for the degrees of Ph. B., A. B., and A. M., a course in Elocution and a course in Physical Culture are required.

A candidate cannot offer the same electives for different degrees.

Graduate Diplomas are awarded for approved examinations when subjects are completed.

Certificates of distinction are awarded for proficiency in the studies pursued in the under-graduate years.

Prizes.

There are five regular prizes publicly awarded at each Commencement:

1. "The Sutherlin Prize Medal for Oratory," established by Major W. T. Sutherlin, of Danville, Va., 1872, is presented to the best orator who shall contend for the same, to be decided by three competent judges, having no official connection with the College, selected by the Trustees.

2. "The Walton Prize for Greek Scholarship," established in 1872 by Mr. George E. M. Walton, of Hanover county, Va., is presented to the student who, in the judgment of the Faculty, by his progress and attainment in Greek studies, has best deserved it.

3. "The Pace Prize Medal," established in 1878 by Mr. James B. Pace, of Richmond, Va., is given to the student who, in the opinion of the Faculty, has written the best essay.

4. "The H. W. Murray Medals," established in 1889 by legacy of Mrs. W. R. Goodwin, of Louisa county, Va., in memory of her father, Hon. H. W. Murray. There are two of these medals. The first, called the "Murray Medal for Proficiency," is awarded each year to the student who, having not fewer than four college classes, has made the highest average on all his examinations of that session. The second, called the "Murray Medal for Scholarship," is awarded each year to the student who takes A. B. or A. M., and who has made the highest average upon examinations in graduating classes of the A. B. course.

5. "The Gymnasium Medal" is awarded to the student who, in the opinion of the Director, has made the greatest improvement as a result of physical training.

Examinations.

There are two examinations, conducted in writing, one at the close of the half-session in February, the other at the close of the session in June. A student who fails to pass an approved examination, loses his right to advance to a higher class.

Reports.

A report of the standing of each student is made to the parent or guardian at the end of every five weeks during the session, and such special remarks will be appended as each case may demand.

Government.

Every student entering the College is presumed to be a gentleman, and so long as he remains connected with it, is treated as such. In particular, his word is relied upon implicitly, and all matters touching his own conduct is called for and accepted as the basis of action. This confidence in the integrity of our students lies at the foundation of our intercourse with them, and when any student forfeits it, he must be immediately excluded from the College. The one broad rule of Randolph-Macon is that all are required to conduct themselves in a moral, gentlemanly and student-like manner. In defining these terms, such special regulations and admonitions will be given

as circumstances may call for. All that concerns the physical, mental and moral well-being of our students enlists our affectionate solicitude. We stand to them as friends, counsellors, and guides, and, while exercising our authority with freedom and firmness, shall expect their obedience to be based rather upon a sense of right and an appreciation of the necessity of system and order, than upon the fear of set penalties. When a young man cannot be influenced by appeals to these motives, we do not consider him prepared for college.

No student found to be dissipated or persistently idle can be retained. We shall seek earnestly to reform any such, but our duty to others under our care will not allow the effort to be long continued. No pains shall be spared to maintain a pure and wholesome moral atmosphere; and whenever, for any reason, we are satisfied that the presence of any student is corrupting others, or that his influence is felt for evil in the College, we shall refund the proportionate part of the fees paid, and require his withdrawal.

Religious Opportunities.

The daily work of the College is begun with religious exercises in the Chapel.

The Methodist, Episcopal, Presbyterian and Baptist Churches hold each two public services on the Sabbath, and at least one during the week, and the students provide frequent social religious meetings for their own benefit.

A Sunday-school, superintended by Professor Shepard, offers opportunity for Bible study under the instruction of the professors and officers of the College and other selected teachers. Several preaching appointments in the neghborhood are regularly filled by ministerial students.

Young Men's Christian Association.—This organization in the College offers many advantages to its members. It unites young men of different denominational preferences in bonds of mutual sympathy and fellowship, and gives Christian students, while away from their home-churches, helpful privileges and duties as members of a world-wide religious organization. Under its auspices, varied and interesting religious exercises are held in the cottages and in its own beautifully-furnished room on the campus, and seven Sunday-schools are sustained in the neighborhood.

Literary Societies.

The Washington and Franklin Literary Societies, meeting weekly in their large and elegantly-furnished halls for literary and oratorical exercise, are admirably conducted and enthusiastically sustained. They afford to every member an opportunity to acquaint himself practically with the methods of procedure in public assemblies, and with the duties of presiding and recording officers, and give invaluable practice in declamation and debate under the stimulus of a generous emulation for the rewards offered in them for excellence or for progress. They also edit and publish monthly a literary magazine. A student who fails to identify himself with one or the other of these Societies, loses an unusual opportunity to secure for himself privileges of great value.

Libraries.

The College Library contains about eight thousand volumes, and valuable additions are being made. The books are free to students.

Contributions of suitable books are earnestly solicited. Nearly every friend of the College can comply with this request, and one book from each would add much to the library in the course of a few years. Old and rare books are specially desirable.

The Walton Classical Library, with an endowment of $1,000, contains works on Greek and Latin subjects, and is under the management of the professors of those languages. The value of the books it now contains amounts to about $500, and new books are added each year.

The Darden English Library, founded in 1888 by A. S. Darden, Esq., of Suffolk, Va., in memory of his son, A. Allen Darden, has an endowment of $1,000. The income from this sum will be devoted to the purchase of books for the use of students in the Department of English.

The Theological Library was largely increased by the donation made by Mrs. W. Tazewell Fitzgerald, of the library of her father, the late Bishop D. S. Doggett, containing many valuable books, and still more recently by the addition of the library of Rev. Thomas Crowder, donated by his son, Rev. J. A. Crowder. Very recently the family of the late Rev. David Thomas, D. D., of Baltimore, Md., have donated his library, consisting of many rare and valuable books.

Grounds and Buildings.

The campus contains about twelve acres, and is a fine grove of oaks and maples. During the past few years it has been thoroughly drained; gravel walks have been laid out, and many other improvements have been made. The grass, flowers and shrubbery have received attention, and add much to the beauty of the grounds.

To procure water free from any possible contamination, a tube-well has been sunk to a depth of eighty-five feet, and a cistern holding seven thousand gallons has been constructed for those who prefer cistern water.

To the eight dormitories, the Pace Lecture-Room Building, the Duncan Memorial Chapel, the Halls of the Literary Societies, and the Gymnasium, has been added the Science Hall, for lecture-rooms and laboratories for practical work in Physics and Biology.

The observatory contains a five-inch equatorial refracting telescope, a transit instrument, sextant, &c.

Scholarships.

Students applying for admission on scholarships will be required to present the scholarship certificates, certified copies thereof, or satisfactory evidence of ownership and of the rights and privileges thereby conferred. Applicants for admission on the two-hundred-dollar scholarships (other than the children of the original purchasers thereof), will, in addition to the foregoing, be required to certify that they have been granted the use of the scholarship purely as charity, and that they desire its privileges as "charity or beneficiary students," not being able to pay for their tuition fees.

Privileged Students.

All students preparing for the ministry are exempt from tuition fees, but are required to pay their matriculation and medical fees. Such students are required to bring the recommendation of the Quarterly Conference of the pastoral charge to which they belong, and to give bonds for the payment of their tuition fees in two years after leaving College, conditioned on their failure to devote themselves to the ministry. The sons of itinerant ministers of the Virginia and Baltimore Conferences of the Methodist Episcopal Church South are also educated without charges for tuition.

Depositary.

We advise parents or guardians to deposit with the *Treasurer*, by draft, check, postoffice order or registered letter, the amount of money needed to meet the regular expenses of a student for tuition fees, books and board. *Moneys, except for these objects, will not be received by the Treasurer.* It will then be readily known at home whether a young man is economical or extravagant in his expenditures.

We ask special attention to this item.

Rooms and Furniture.

Rooms in the College building should be engaged in advance. Injuries to the College property, other than the usual wear and tear, must be paid for by the offender. Furniture may be brought from home or purchased in Ashland or Richmond. Beds, bedding, toweling, etc., should be provided by the student. To this end, let each student who intends to room on the College grounds, bring with him a pair of sheets, a pair of blankets, a bed-quilt, a pillow, and a half dozen towels.

Buildings.

The buildings are in good order. No practical improvement, which seems necessary to the health, happiness or comfort of our students, will be omitted. New seats of the most improved style, with writing tablets, have been placed in the Lecture-Rooms, and other improvements will be added as needed.

Christmas.

We fully sympathize with the sentiment that calls for a family re-union at Christmas; but time lost at this period, while the classes are advancing, will cause serious embarrassment to the student, and may even result in failure at the Intermediate Examinations, and consequent discouragement throughout the remainder of the session. Parents are, therefore, earnestly requested to see that their sons return to College by the end of the holiday, during which the exercises are suspended.

Endowment.

Very considerable additions have in latter years been made to the endowment funds of the College, enabling us to offer increased facilities to the young men who are seeking to prepare themselves for useful and successful lives. Contributions to this fund are investments which will yield rich returns in the benefits conferred on the youth of our own generation and of those who shall come after, and through them on Church and State. It is hoped that those who contemplate such benefactions will embrace the present occasion, when special effort is being made to increase the endowment, and when their example will encourage and stimulate others, and thus multiply the gift. Correspondence upon this subject is solicited.

We would also call the attention of those who desire by legacy to advance the cause of Christian Education, to the advisability of placing their contributions with an institution of established character and permanent and extended field of usefulness. Every addition to its attractions makes preceding gifts more valuable, and the new contribution is in turn more useful because of the foundation laid by previous benefactions. There is no danger that, from insufficient support, the donation may fail to accomplish its beneficent purpose.

For special information in regard to RANDOLPH-MACON COLLEGE, address RICHARD IRBY, *Secretary and Treasurer, Ashland, Va.*

Inquiries for catalogue or special information in regard to the Academies, must be made to the Principals.

FORM OF LEGACY.

"I give and bequeath to the Trustees of Randolph-Macon College, at Ashland, Virginia, the sum of ——— dollars, for the benefit of said Institution."

Gifts of real estate should be made to "the Trustees of Randolph-Macon College," and attested as similar deeds of gift in other cases.

Expenses.

The necessary expenses for a student in this College are very moderate.

I. COLLEGE FEES—Half Session.

Matriculation fee, per half session	$ 7 50
Medical fee, per half session	3 00
Tuition fees in three or more departments	37 50
Tuition fee in one department	20 00

Course in Biblical Literature free.

Rooms in the College buildings are free, and no charge is made for the hire of servants employed to keep them in order.

A charge of $2.50 per half session will be made for the use of apparatus, bath-rooms, etc., in the Physical Culture department.

Terms of Payment.

Payment of half-session College fees is required strictly in advance. No Tuition Fees will be remitted except in cases of severe illness disqualifying the student for work, and then only when more than half a term is lost. Board and washing bills may be paid monthly.

II. BOOKS, BOARD, Etc.

Text-books and stationery can be obtained in the town at or below publisher's list-prices.

The charges for board per month are as follows:

Meals at private boarding-houses	$9 to $12 00
Washing, lights and fuel (estimated)	1 50

Board may be obtained in private families, including furnished rooms, meals, washing, lights, fuel, and servants' attention, for $13 to $18 per month. Most of the students room in the College buildings.

Recapitulation.

The necessary expenses per half session for board, washing, lights, fuel, matriculation fee, medical fee, and tuition fees in three schools	$95 00
To privileged students (see page 32)	57 50

This is the least possible amount required, exclusive of books, clothing, pocket-money and traveling expenses.

Calendar 1895-'96.

Commencement Exercises, 1895.

Sunday, June 16th.

11:00 A. M., Annual Sermon before Y. M. C. A., by Rev. W. E. Edwards, D. D., Danville, Va.

Tuesday, June 18th.

9:00 A. M., Meeting of the Board of Trustees.

8:00 P. M., Celebration of the Washington Literary Society. Addresses by the President-elect, and Representatives of the Society.

Wednesday, June 19th.

12:00 M., Oratorical Contest for Sutherlin Prize Medal.

8:00 P. M., Annual Address before the Society of Alumni. By J. B. McCabe, Esq., of Leesburg, Va.

9:30 P. M., Annual Meeting and Banquet of Society of Alumni.

Thursday, June 20th.

11:30 A. M., Annual Address. By Rev. M. B. Chapman, D. D., Baltimore, Md.

1:00 P. M., Degrees and Prizes Conferred.

8:00 P. M., Celebration of Franklin Literary Society. Addresses by the President-elect, and Representatives of the Society.

THE SESSION OF 1895-'96.

The Session is divided into two terms, with no vacation between them.

Thursday, September 19th, 1895, First Term Begins.

Thursday, February 7th, 1896, Second Term Begins.

Thursday, June 20th, 1896, Session Closes.

THE ANNUAL DEBATES.

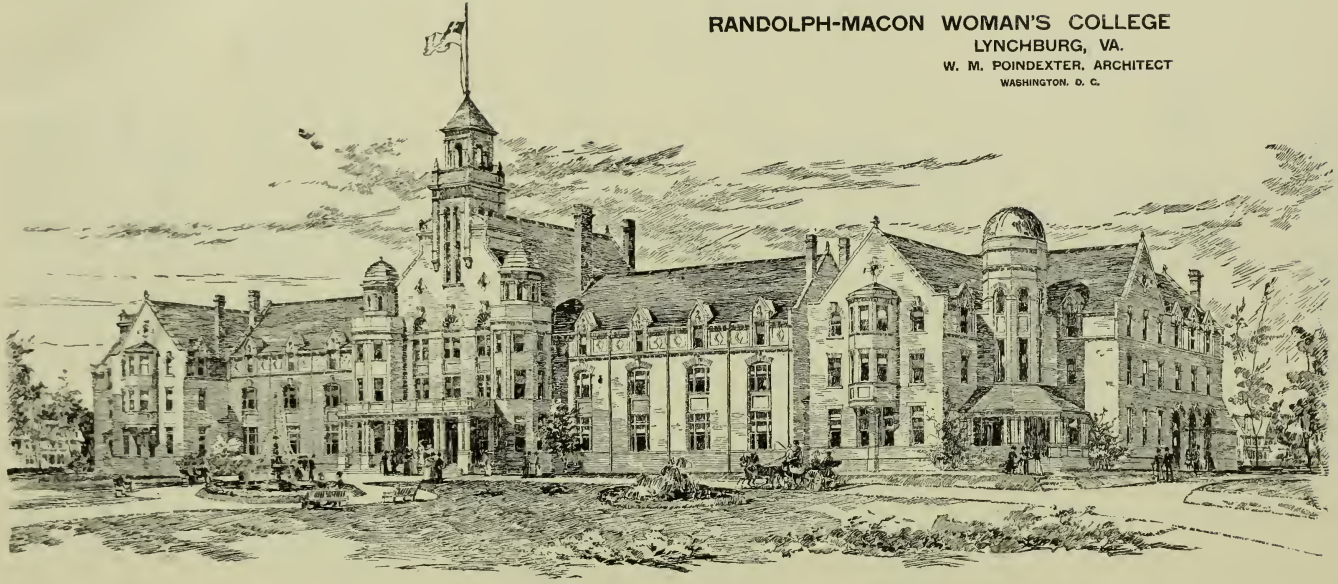
First Friday in April, 1896.

8:00 P. M., Public Debate of Washington Literary Society.

Second Friday in April, 1896.

8:00 P. M., Public Debate of Franklin Literary Society.

RANDOLPH-MACON WOMAN'S COLLEGE
LYNCHBURG, VA.
W. M. POINDEXTER, ARCHITECT
WASHINGTON, D. C.



THE RANDOLPH-MACON WOMAN'S COLLEGE.

This Institution, erected at Lynchburg by the Board of Trustees Randolph-Macon College, and opened with a large enrollment of students September 14, 1893, represents a distinct advance in its chosen field. It offers to the daughters of the South facilities for a college education equal to that given at our best Virginia Colleges for young men, and under environments in harmony with Southern ideals of womanhood. The breadth, strength and refinement of the soundest and highest literary culture is sought, without sacrifice of feminine grace and gentleness.

The courses of instruction are practically the same as those announced in this catalogue for young men, with the omission of the courses in Biblical Literature and the addition of departments of Pedagogy, Music and Art.

The buildings are new and supplied with modern conveniences, and the endowment of $102,000 enables the Board to offer a true college course at much less than cost.

This is the only endowed College for Women in the State.

For catalogue and special information, address

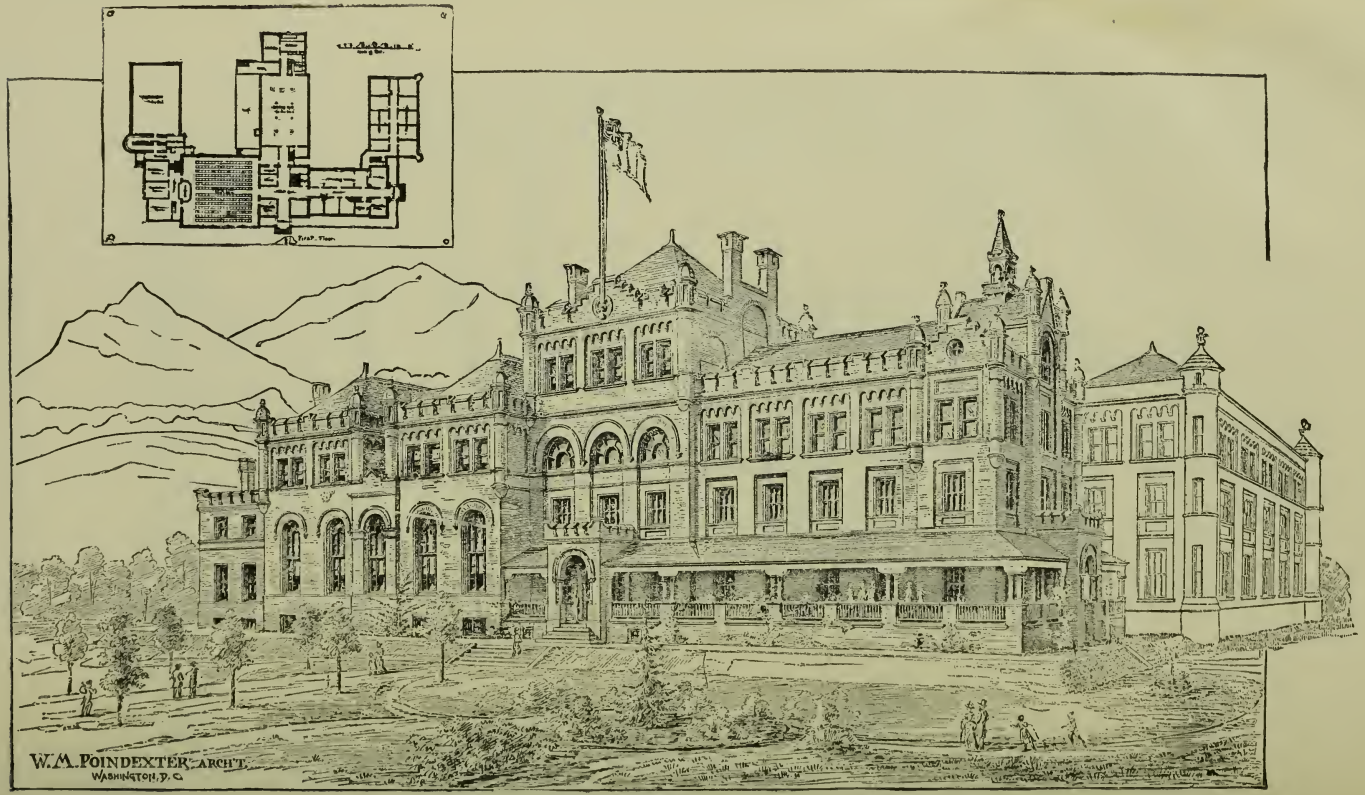
WM. W. SMITH, A. M., LL.D.,
President,
Lynchburg, Va.

PREPARATORY DEPARTMENT.

To meet the demand for courses of instruction preparatory to our College classes, and under similar moral and religious surroundings, the Board of Trustees has erected at Bedford City, Va., and at Front Royal, Va., Academies to be conducted under the supervision of the College Faculty, where the studies necessary to entrance in the regular College classes may be pursued under the most favorable circumstances. Esteeming this work of great importance, neither pains nor expense have been spared to provide buildings and equipments adapted to the purpose, and this has been done on a scale not heretofore attempted in the South. The buildings, as represented in the illustrations, have each a front of 208 feet; there are two back buildings, each 40 x 60 feet. They are of brick, covered with slate, heated by steam and lighted by electricity. Water, with fire-plugs and hose, is found on every floor. Every facility deemed valuable to a perfect system of school work is provided for, and in the selection of teachers and methods of instruction, it has been the purpose of the Board to leave nothing undone to establish at each place great Christian Academies in every way worthy of public confidence and patronage.

The course of instruction in each begins with elementary subjects; Geography, History, English Grammar, Arithmetic, etc., and extends to a good preparation for the Junior Classes in Randolph-Macon or any other College. Special courses are also given for those who do not expect to go to College.

For Catalogues and special information in regard to these Academies, address the Principals.



RANDOLPH MACON ACADEMY.

Bedford City, Va.

RANDOLPH-MACON ACADEMY,

BEDFORD CITY, VA.

Session 1894-'95

OFFICERS AND TEACHERS.

W. W. SMITH, A. M., LL.D. (President R.-M. College).

Principals:

A. M. HUGHLETT, A. M.,
E SUMTER SMITH (Grad. Univ. Va.)

Instructors:

BOLIVAR C. NETTLES, A. B.,
GEORGE W. RUSSELL, A. M.,
ANDREW SLEDD, A. M.,
THOMAS M. JONES, A. B.,
MRS. A. M. HUGHLETT.

Director Physical Culture:

BOLIVAR C. NETTLES, A. B.

Physician:

ROBT. G. O'HARA, M. D.

Matron:

MRS. MARY A. LUCKETT.

Caterer:

J. GORDON SMITH.

Catalogue of Students,

Session 1894-'95.

RANDOLPH-MACON ACADEMY,

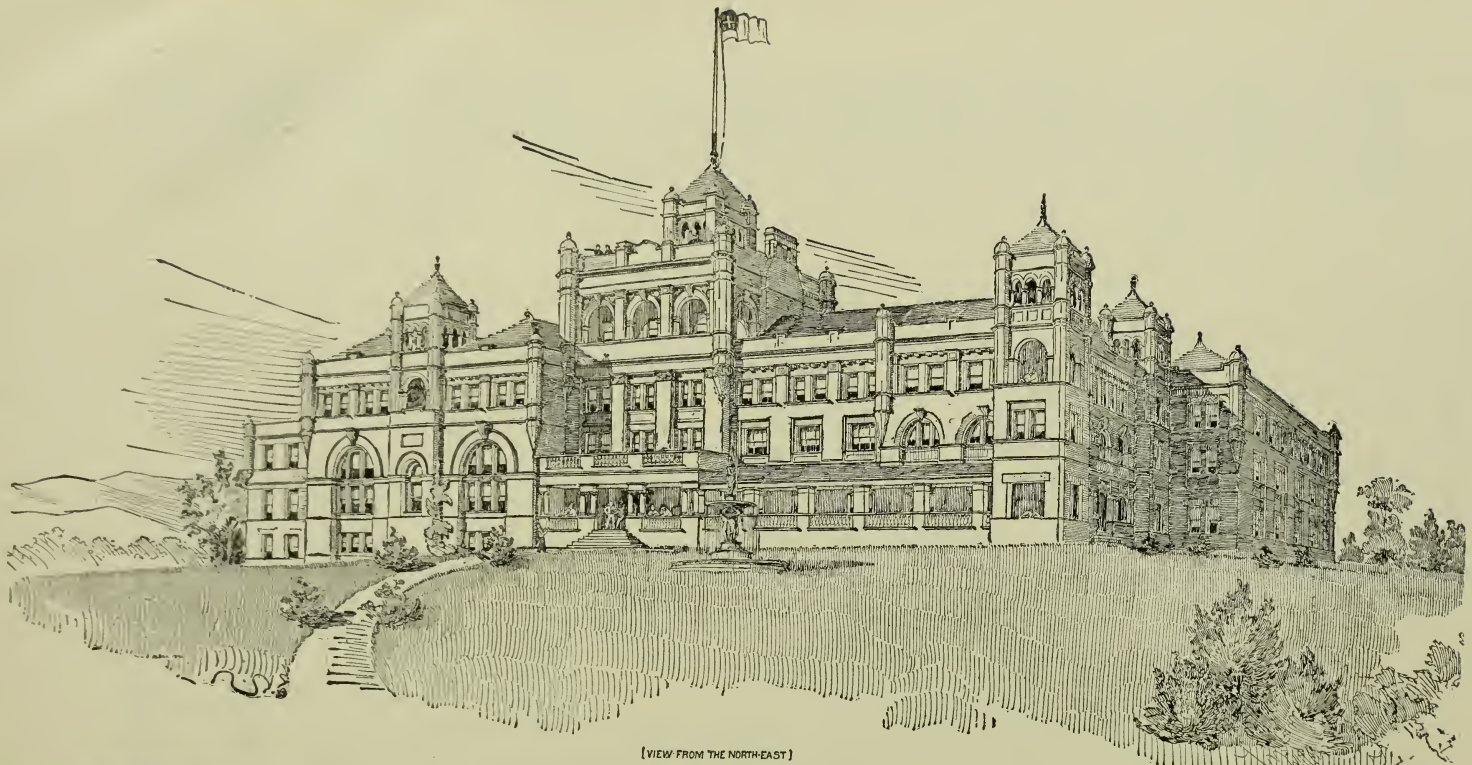
BEDFORD CITY, VA.

Allen, J. Marvin.....Virginia.
Anderson, W. C.....Virginia.
Anthony, Bernard.....Virginia.
Austin, J. B.....Virginia.
Barbee, E. W.....North Carolinia.
Barham, J. Langhorne.....Virginia.
Ball, E.....Virginia.
Barrow, Arthur.....Virginia.
Beaton, Willie.....Virginia.
Blackwell, Karl S.....Virginia.
Bloxom, Merritt.....Virginia.
Brooks, James E.....Virginia.
Burks, J. F.....Virginia.
Burks, Edward C.....Virginia.
Burks, Martin P., Jr.....Virginia.
Campbell, T. Moody.....Virginia.
Carter, Rollin.....Virginia.
Coffee, Russell A.....Virginia.
Coffee, Bassett M.....Virginia.
Cole, W. F.....North Carolina.
Cole, A. B.....North Carolina.
Covington, S. W.....North Carolina.
Danne, Charles.....Virginia.
Darden, J. C.....Virginia.
Darden, R. N.....Virginia.
Davis, Harry.....Virginia.
Delk, O. G.....Virginia.
Dudley, Leonidas.....Virginia.
Dunton, Henry.....Virginia.
Dunton, Devereux.....Virginia.
Eberson, Leon.....Virginia.
Ewell, A. E.....Virginia.
Ewers, S. H.....Virginia
Eggleton, J. R.....Virgin

Farley, Gipson.....Virginia.
Fisher, Hoffman.....Virginia.
Fletcher, Ashton.....Virginia.
Folk, Harry B.....Virginia.
Freeman, W. S.....Virginia.
French, W. A.....Virginia.
French, Kelley.....Virginia.
Garland, R. C.....Virginia.
Gates, W. B.....Virginia.
Gills, W. J.....Virginia.
Goodall, J. P.....Virginia.
Green, James T.....Virginia.
Gregory, Henry.....Virginia.
Gregory, Frank.....Virginia.
Gregory, H. B.....Virginia.
Gregory, E. P.....Virginia.
Haden, L. A.....Virginia.
Hargis, Meade.....Virginia.
Hancock, Walker.....Virginia.
Heath, George C.....Virginia.
Hughlett, J. D.....Virginia.
Hyslup, James E.....Virginia.
Hopkins, J. F.....Virginia.
Jester, Homer B.....Texas.
Jeter, J. C.....Virginia.
Johnston, J. E.....Virginia.
Jones, W. L.....Virginia.
Jones, Bruce L.....Virginia.
Jones, Lloyd.....Virginia.
Karner, Philip.....Texas.
Kelley, Charles G.....Virginia.
Knobeloch, Joseph M.....South Carolina.
Knobeloch, John.....South Carolina.
Leak, F. C.....North Carolina.
Lear, J. M.....Virginia.
Lucas, James B.....Virginia.
Matthews, A. C.....Virginia.
McCurtain, George B.....Indian Territory.
McAden, R. H.....Virginia.
McGill, J. D.....Virginia.
McSparran, F. B.....Virginia.
Miller, Alexander.....Virginia.
Moore, Lloyd C.....Virginia.
Mosby, Hal B.....Virginia.
Murphy, W. L.....Virginia.
Muse, W. T.....Virginia.
Neville, George L.....Virginia.
Noble, L. D. T.....Maryland.

Noble, D. L.....Maryland.
Oyler, J. E.....Virginia.
O'Hara, R. B.....Virginia.
Ogden, T. W.....Virginia.
Owens, B. H., Jr.....Virginia.
Peters, J. M.....Virginia.
Petty, A. S.....Virginia.
Phillips, Calder.....Virginia.
Phillips, W. T.....Indian Territory.
Phillips, Charles R.....Indian Territory.
Pope, H. B.....Virginia.
Plunkett, G. W.....Virginia.
Ramsey, Winbern.....Virginia.
Reese, E. F.....Virginia.
Richardson, C. B.....Virginia.
Royall, Wayt.....Virginia.
Runnells, Mack.....Virginia.
Saunders, O. E.....Texas.
Scott, Henry T.....Virginia.
Schoolfield, Henry.....Virginia.
Sebrell, Marvin.....Virginia.
Sebrell, B. W. M.....Virginia.
Skelding, E. J.....Virginia.
Skelding, A. H.....Virginia.
Smith, W. E.....Virginia.
Smith, W. S.....Texas.
Smith, T. G.....Virginia.
Smith, J. H. A.....Virginia.
Smith, H. G.....Virginia.
Spencer, J. L.....North Carolina.
St. Clair, Wade.....Virginia.
St. Clair, John A.....Virginia.
Stras, Campbell.....Virginia.
Tankard, P. W.....Virginia.
Thomas, John H.....Virginia.
Thomas, J. Lewis.....Virginia.
Thompson, V. O.....North Carolina.
Townsend, Wm.....Indian Territory.
Traynham, B. L.....Virginia.
Trotman, P. E.....Virginia.
Valentine, W. B.....Virginia.
Vest, J. M.....Virginia.
Vickers, J. C.....Virginia.
Walker, Walter N.....Virginia.
Walker, John J.....Virginia.
Weil, Samuel.....Virginia.
Williams, Harry.....Virginia.
Woodard, Benjamin.....Virginia.

Total, 130.



(VIEW FROM THE NORTH-EAST)

W.M.POINDEXTER ARCH'T
WASHINGTON D.C.

RANDOLPH MACON ACADEMY.

FRONT-ROYAL VA.

Randolph-Macon Academy,

FRONT ROYAL, VA.

SESSION 1894-'95.

OFFICERS AND TEACHERS.

W. W. SMITH, A. M., LL.D. (President R.-M. College.)

Principal:

REV. B. W. BOND, D. D.

Instructors:

CHAS. L. MELTON, A. M.,
HALL CANTER, A. B.,
J. F. BLACKWELL,
(Graduate R.-M. College.)
H. H. SHERMAN, PH. B., A. M.,
W. M. BLANCHARD, A. B.,
E. S. BLACKWELL,
(Graduate R.-M. College and Univ. of Va.; Late Ass't Principal Bethel Academy.)
MISS VIRGINIA MASSIE,
(Prof. Eli R. Lamb's School, Baltimore, Md.)

Director of Physical Culture:

H. H. SHERMAN, A. M.

Physician:

M. L. GARRISON, M. D.

Matron:

MRS. R. F. STRINGER.

Housekeeper:

MISS S. L. MORAN.

Catalogue of Students,

Session 1894-'95.

RANDOLPH-MACON ACADEMY,

Front Royal, Va.

Atkins, H. S. ..... Virginia.
Ash, Lynn ..... Virginia.
Armstrong, H. F. ..... District of Columbia.
Armstrong, H. S. ..... West Virginia.
Anderson, R. C. ..... West Virginia.
Amiss, Harry T. ..... Virginia.
Arbogast, W. H. ..... West Virginia.
Bond, B. W., Jr. ..... Virginia.
Bond, F. M. ..... Virginia.
Burruss, Harry ..... Maryland.
Bishop, J. H. ..... Virginia.
Bowman, G. H. ..... Virginia.
Bradford, G. L. ..... Virginia.
Becker, Stanley ..... Maryland.
Boyd, W. E. ..... Virginia.
Blackwell, R. E. ..... Virginia.
Birch, G. C. ..... Virginia.
Barrett, H. R. ..... District of Columbia.
Cobb, N. H. ..... District of Columbia.
Clements, Merrick ..... Maryland.
Clements, D. A. ..... Maryland.
Conrad, C. E. ..... Virginia.
Cunningham, W. S. ..... West Virginia.
Carpenter, W. R. ..... Maryland.
Cannon, C. H. ..... Maryland.
Cordell, M. V. ..... Virginia.
Dillon, L. J. ..... Virginia.
Donnally, C. W. ..... District of Columbia.
Downing, S. B. ..... Virginia.
Downing, B. M. ..... Virginia.
Downing, Hitch ..... Virginia.

Duganne, C. G. ..... District of Columbia.
Disosway, W. F. ..... New York.
Embree, Lawrence ..... Virginia.
Evans, N. C. ..... Maryland.
Fairburn, C. W. ..... Mexico.
Fairburn, J. W. ..... Virginia.
Fishburne, J. B. ..... Virginia.
Finley, C. D. ..... District of Columbia.
Fletcher, W. G. ..... Virginia.
Griffin, D. W. ..... Virginia.
Green, A. G. ..... Virginia.
Graves, E. C. ..... District of Columbia.
Graves, H. V. ..... District of Columbia.
Hall, J. E. ..... West Virginia.
Hulfish, Raymond ..... Virginia.
Hulfish, W. W. ..... Virginia.
Hevener, William ..... Virginia.
Hevener, Jacob ..... Virginia.
Hoffman, Taylor ..... Virginia.
Henry, W. E. ..... Maryland.
Hammond, W. W. ..... West Virginia.
Humphrey, W. R. ..... Virginia.
Hurlock, W. W. ..... Maryland.
Hess, A. F. ..... Virginia.
Hollingsworth, Jesse ..... Maryland.
Johnson, A. T. S. ..... District of Columbia.
Johnson, A. L. ..... District of Columbia.
Jarrell, W. F. ..... Maryland.
Jacobs, J. R. ..... Virginia.
Kline, H. W. ..... Virginia.
Kinzer, J. M. ..... Virginia.
Kinzer, A. W. ..... Virginia.
Kidner, G. D. ..... West Virginia.
Littlejohn, F. C. ..... Virginia.
Laird, J. C. ..... Virginia.
Lyons, P. D. ..... Maryland.
Macatee, H. C. ..... Virginia.
Menefee, Carroll ..... Virginia.
Miller, J. H. ..... Virginia.
Murrill, H. A. ..... Virginia.
Moreland, D. H. ..... West Virginia.
Mallonee, J. W. ..... Maryland.
Melville, W. A. B. ..... Maryland.
Mendez, S. A. ..... Jamaica.
Marston, D. O. ..... Virginia.
Norris, W. E. ..... Virginia.
Newman, W. L. ..... Virginia.

Nesbitt, E. D.....Virginia.
Nunnally, A. V.....Virginia.
Nevitt, R K.....Maryland.
Pattie, Harry.....Virginia.
Pierce, G. F.....Georgia.
Persinger, D. W.....Virginia.
Piggott, J. B.....Virginia.
Pancake, W. A.....Texas.
Pancake, J. R.....Texas.
Reeves, T. R.....Virginia.
Ross, R. R.....Virginia.
Rees, S. S.....West Virginia.
Reading, W. M.....Maryland.
Ringer, J. J.....Pennsylvania.
Stringer, E. R.....Maryland.
Stringer, W. T.....Maryland.
Sowers, W. T.....Virginia.
Smith, W. N.....Virginia.
Sanders, H. P.....Virginia.
Stoddard, John.....Georgia.
Southall, A. C.....Virginia.
Sparks, T. E.....Texas.
Sencindiver, C. L.....West Virginia.
Sisson, H. J.....Maryland.
Turner, M. B.....Virginia.
Trenis, L. W.....Virginia.
Thompson, H. D.....West Virginia.
Tarbutton, Carroll.....Maryland.
Thomas, R. M.....Missouri.
Timberlake, R. H.....Virginia.
Weaver, D. W.....Virginia.
Weaver, C. H.....Virginia.
Weaver, W. C.....Virginia.
Wilkins, W. T.....Virginia.
Williamson, J. C.....West Virginia.
Waller, Gardner.....Virginia.
Williams, J. M.....Virginia.
Wood, T. E.....Maryland.
Zimmerman, J. M.....Virginia.

Total, 117.

SUMMARY.

Randolph-Macon College, Ashland, Va.	131
Randolph-Macon Academy, Bedford City, Va.	130
Randolph-Macon Academy, Front Royal, Va.	117
	378
Randolph-Macon Woman's College, Lynchburg, Va.	125
	503

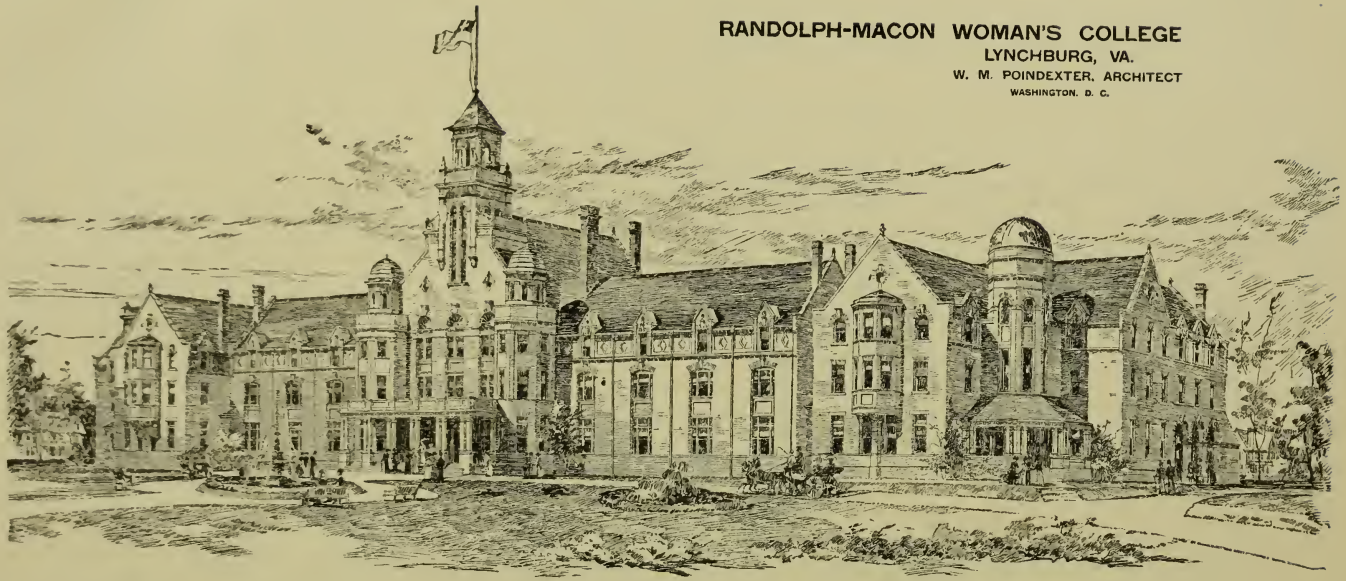
CALENDAR FOR 1895-6.

Session begins Thursday, September 12th, 1895.

Christmas vacation from Saturday, December 21st, to Tuesday, December 31st, 1895.

First term ends and second term begins Thursday, January 30th, 1896.

Session closes Thursday, June 11th, 1896.



RANDOLPH-MACON WOMAN'S COLLEGE
LYNCHBURG, VA.
W. M. POINDEXTER, ARCHITECT
WASHINGTON, D. C.

Randolph-Macon

Woman's College,

LYNCHBURG, VA.

CATALOGUE, 1894-95.

ANNOUNCEMENTS, 1895-96.

LYNCHBURG, VA.:
J. P. BELL COMPANY, BOOK, JOB AND COMMERCIAL PRINTERS.
1895.

BOARD OF TRUSTEES.

President—BISHOP A. W. WILSON, D. D.
First Vice-President—REV. R. N. SLEDD, D. D.
Second Vice-President—REV. SAMUEL RODGERS, D. D.*
Secretary—REV. PAUL WHITEHEAD, D. D.

		ELECTED.
RICHARD IRBY,	Ashland, Va.,	1854
BISHOP JOHN C. GRANBERY,	Ashland, Va.,	1865
REV. ALEX. G. BROWN, D. D.,	Ashland, Va,	1871
BISHOP ALPHEUS W. WILSON,	Baltimore, Md.,	1871
REV. WM. W. WALKER,	Oldham's Cross Roads, Va.,	1871
REV. SAMUEL RODGERS, D. D.,*	Baltimore, Md.,	1874
REV. WILLIAM H. CHRISTIAN,	Bedford City, Va.,	1874
REV. PAUL WHITEHEAD, D. D.,	Richmond, Va.,	1875
JAMES B. PACE,	Richmond, Va,	1876
REV. R. N. SLEDD, D. D.,	Richmond, Va.,	1877
LEROY S. EDWARDS,	Richmond, Va.,	1877
RICHARD B. DAVIS,	Petersburg, Va.,	1877
REV. JOHN J. LAFFERTY, D. L.,	Crozet, Va.,	1879
REV. P. H. WHISNER, D. D.,	Staunton, Va.,	1879
LOUIS L. MARKS,	Petersburg, Va.,	1880
REV. J. S. HUTCHINSON,	Baltimore, Md.,	1882
REV. S. K. COX, D. D.,	Front Royal, Va.,	1882
REV. W. E. JUDKINS, D. D.,	Neapolis, Va.,	1883
REV. WILLIAM K. BOYLE, D. D.,*	Baltimore, Md.,	1883
JOHN P. BRANCH,	Richmond, Va.,	1883
C. V. WINFREE,	Lynchburg, Va.,	1883
WILBER J. KILBY,	Suffolk, Va.,	1883
J. H. H. FIGGATT,*	Fincastle, Va.,	1884
E. S. CONRAD,	Harrisonburg, Va.,	1885
P. V. D. CONWAY,	Fredericksburg, Va.,	1886

* Deceased.

		ELECTED.
Rev. J. Lester Shipley,	Warrenton, Va.,	1887
Rev. Richard Ferguson,	Amelia C. H., Va.,	1887
E. B. Prettyman,	Baltimore, Md.,	1887
Rev. S. S. Lambeth, D. D.,	Churchland, Va.,	1888
Rev. J. D. Hank,	Belle Roi, Va.,	1888
J. P. Pettyjohn,	Lynchburg, Va.,	1888
A. S. Buford,	Richmond, Va.,	1888
F. M. Whitehurst,	Norfolk, Va.,	1888
E. D. Newman,	Woodstock, Va.,	1888
Rev. J. P. Garland, D. D.,	Lynchburg, Va.,	1891
F. H. Chalmers,	Salem, Va.,	1891
Rev. B. F. Lipscomb,	Danville, Va.,	1892
Rev. J. W. Duffey,	Baltimore, Md.,	1892
G. R. Hill,	Alexandria, Va.,	1892
E. E. Jackson,	Salisbury, Md.,	1892
John A. Robinson,	Morgantown, West Va.,	1894
Geo. B. Finch,	Boydton, Va.,	1894
Rev. W. E. Edwards,	Danville, Va.,	1894
R. W. Peatross,	Danville, Va.,	1894

FACULTY.

WILLIAM W. SMITH, A. M., LL. D., PRESIDENT,
Professor of Philosophy.

F. W. MARTIN, M. S., PH. D., VICE PRESIDENT,
Professor of Chemistry and Geology.

R. H. SHARP, JR., M. A.,
Professor of Ancient Languages.

JOSEPH L. ARMSTRONG, A. M.,
Professor of English and German.

MISS CELESTIA S. PARRISH (University of Michigan),
Professor of Mathematics and Pedagogy.

MISS LOUISE J. SMITH (Julien Academie, Paris),*
Professor of Art and French.

MRS. W. M. STROTHER, A. B.,
Professor of Elocution.

CHARLES W. LANDON,
Director of Music.

LOUIS SCHEHLMANN,
Professor of Vocal Music.

WM. S. ADAMS,
Professor of Instrumental Music.

MISS KATE M. HUNT,
Director of Physical Culture.

MISS CLARA L. HARDENBERGH,
Assistant in Instrumental Music.

MISS MAY E. SMITH,
Assistant in Instrumental Music and Harmony.

MISS ADA E. MAPP,
Assistant in English.

MISS ALICE HARGROVES,
Assistant in Mathematics.

A. W. TERRELL, M. D.,
College Physician.

MISS REBECCA TABB,
Housekeeper.

*On leave of absence in Paris for 1896.

CATALOGUE OF STUDENTS.

1894-'95.

NAME.	PARENT OR GUARDIAN.	STATE.
ADAMS, EMMA	Capt. Stephen Adams	Virginia.
ADAMS, SALLIE	I. H. Adams	Virginia.
ALSPAUGH, CELESTE	Col. J. W. Alspaugh	N. Carolina.
AYRES, IVA SCOTT	T. P. Ayres	Virginia.
BALDWIN, MARGARET SCOTT	Miss K. M. Hunt	Virginia.
BASS, JULIA RISON	Mrs. S. A. Bass	Virginia.
BASS, EMMA CHILTON	J. A. Bass	Virginia.
BELL, DAISIE VIRGINIA	E. L. Bell	Virginia.
BEERS, CATHERINE BRANSFORD	H. H. Beers	Virginia.
BLACKWELL, EPIE DUNCAN	Prof. R. E. Blackwell	Virginia.
BLANCHARD, ANNIE	W. S. Blanchard	N. Carolina.
BISHOP, LUTIE SHEPHERD	W. A. Andrews	Virginia.
BOBBITT, LIZZIE	Jas. M. Bobbitt	Virginia.
BORDEN, MABEL MORAN	E. B. Borden	N. Carolina.
BOOKER, ELIZABETH CLARK	T. J. Booker	Virginia.
BROWN, LEILA	J. G. Brown	Virginia.
BRYANT, NELLIE HENDRICKS	Dr. J. F. Bryant	Virginia.
BUCK, KATE MASSIE	Mrs. K. E. Buck	Virginia.
CARROLL, LIZZIE	W. S. Carroll	Virginia.
CARROLL, MAUDE SARAH	W. S. Carroll	Virginia.
CHAPPELL, EUGENIA THRUSTON	Dr. S. D. Thruston	Texas.
CHEATHAM, BLANCHE EDNA	Rev. H. C. Cheatham	Virginia.
CHEATHAM, EMMA EDITH	Rev. H. C. Cheatham	Virginia.
COBB, MARY HOWARD	J. B. Cobb	Virginia.
COLEMAN, MARY ELLEN	Judge S. F. Coleman	Virginia.
COMPTON, FANNIE	Rev. R. A. Compton	Virginia.
CORLING, ANNIE BLANCHE	Chas. T. Corling	Virginia.
CROWDER, ANNIE BOOTHE	Rev. W. R. Crowder	Virginia.
CROWDER, JULIA MARY	Rev. W. R. Crowder	Virginia.
CROWDER, BESSIE LYSANDER	Rev. W. R. Crowder	Virginia.
CROWN, ELIZABETH STONE	Mrs. H. E. Crown	Virginia.
DAVIES, BETTIE H	S. E. Davies	Virginia.
DICKERSON, JULIA ELIZABETH	Capt. J. W. Dickerson	Virginia.
EDWARDS, AGNES VANCULEN	Dr. L. B. Edwards	Virginia.
EGBERT, LILY G	Mrs. J. C. Egbert	Virginia.
ETHERIDGE, ELIZABETH ALLEINE	D. Etheridge	Virginia.
FITZGERALD, KATHERINE	T. B. Fitzgerald	Virginia.
FLEMMING, MARY RANDOLPH	Rev. R. H. Flemming	Virginia.

NAME.	PARENT OR GUARDIAN.	STATE.
Flemming, Mary Roberta	Geo. W. Flemming	Virginia.
Fletcher, Harrison Elizabeth	Rev. Jacob Manning	Virginia.
Flesher, Pauline Camden	Maj. H. C. Flesher	W. Virginia.
Franklin, Mattie	Jacob H. Franklin	Virginia.
Fulgham, Annie	Jas. E. Etheridge	Virginia.
Gahagan, Lelia LeMoyne	Mrs. M. K. Sharp	Louisiana.
Garland, Annie Lyell	T. S. Garland	W. Virginia.
Glide, Lizzie	J. H. Glide	California.
Glide, Mary Louise	J. H. Glide	California.
Hale, Susie M	Maurice Hale	Virginia.
Hancock, Lizzie	James Hancock	Virginia.
Hancock, Claudine	James Hancock	Virginia.
Hargroves, Alice Maria	W. W. Hargroves	Virginia.
Hardenbergh, Clara Louise	E. B. Hardenbergh	Pennsylvania.
Hendrick, Dora J	Wm. D. Hendrick	Virginia.
Homes, William Elizabeth	Judge W. E. Homes	Virginia.
Ireland, Mary Clare	Mrs. M. L. Ireland	Maryland.
Isbell, Cleora	Mrs. M. L. Isbell	Virginia.
Isbell, Verna Myrtle	Milton D. Isbell	Virginia.
Ivey, Mary Winston	J. W. Ivey	Virginia.
Jennings, Esten Holmes	Z. M. Jennings	W. Virginia.
Jennings, Katharine	Z. M. Jennings	W. Virginia.
Jopling, Annie Wilmer	T. C. Jopling	Virginia.
Judkins, Constance Sanford	Rev. W. E. Judkins	Virginia.
Lafferty, Mattie Price	Rev. J. J. Lafferty	Virginia.
LaTour, Annie Elizabeth	Louis LaTour	Virginia.
Lavinder, Maria Louise	G. T. Lavinder	Virginia.
Lavinder, Virginia Murrell	N. H. Lavinder	Virginia.
Lichford, Cora Christian	Mrs. L. E. Lichford	Virginia.
Lloyd, Ella Hubard	Rev. J. J. Lloyd	Virginia.
Lewis, Adelaide Gernon	Dr. G. R. Lewis	Virginia.
Lewis, Mary Evelyn	Dr. G. R. Lewis	Virginia.
Littleton, Alice Norcross	Rev. Oscar Littleton	Virginia.
Manson, Sallie	R. W. Manson	Virginia.
Mapp, Ada Edmonds	Dr. J. E. Mapp	Virginia.
Martin, Blanche Deems	Rev. J. B. Martin	N. Carolina.
McCabe, Agnes	Chas. McCabe	Canada.
McGavock, Martha Pierce	J. W. McGavock	Virginia.
McGavock, Abigail Jouett	J. W. McGavock	Virginia.
Melton, Angie Glenn	Prof. C. L. Melton	Virginia.
Messick, Alma Blanche	Capt. W. L. Messick	Virginia.
Miller, Nannie Ficklen	Mrs. Rebecca Miller	Virginia.
Miller, Sallie Phipps	D. C. Miller	Virginia.
Moody, Irene	J. W. Moody	Alabama.
Moon, Mary A	Edward Moon	Virginia.
Moore, Minnie Eva	T. B. Moore	Virginia.
Moorman, Annie May	Chas. R. Moorman	Virginia.

NAME.	PARENT OR GUARDIAN.	STATE.
Moss, Sallie Toomer	Rev. Jas. O. Moss	Virginia.
Nance, Ruth	Mrs. M. F. Nance	Tennessee.
Neblett, Lucy	R. W. Manson	Virginia.
Nowlin, Lula Wills	W. D. Nowlin	Virginia.
Nowlin, Nannie Rosland	W. D. Nowlin	Virginia.
Overstreet, Evelyn May	J. A. Overstreet	Virginia.
Pace, Sarah Berenice	Dr. J. M. Pace	Texas.
Parr, Elizabeth Hargrove	John H. Parr	Virginia.
Pettyjohn, Hennie	J. P. Pettyjohn	Virginia.
Pettyjohn, Mamie	J. P. Pettyjohn	Virginia.
Pettyjohn, Maud Dillard	Mrs. Sallie Pettyjohn.	Virginia.
Pinkard, Lena Kelley	Dr. F. A. Pinckard	Virginia.
Pitman, Katie A.	Dr. W. E. Pitman	Virginia.
Poindexter, Cornelia Elizabeth	H. D. Poindexter	Virginia.
Quinby, Georgie Richardson	Upshur B. Quinby	Virginia.
Rhea, Margaret Preston	Prof. J. W. S. Rhea	Virginia.
Radford, Bertha Rives	Mrs. M. W. Radford	Virginia.
Reynolds, Nannie Katherine	W. V. Reynolds	Virginia.
Richardson, Eloise	W. F. Richardson	Virginia.
Roberts, Frances	Dr. W. B. Roberts	Virginia.
Roberts, Griselda	Dr. W. B. Roberts	Virginia.
Roberts, Marie	Dr. W. B. Roberts	Virginia.
Robinson, Helen	L. B. Robinson	Mississippi.
Rodes, Rita Christian	Thos. L. Rhodes	Virginia.
Sackett, Evelyn Aiken	C. S. Sackett	Virginia.
Scott, Mary Deane	Mrs. Jas. P. Scott	Virginia.
Smith, May Ella	Maj. T. T. Smith	Virginia.
Snead, Maude	Dr. E. F. Snead	Virginia.
Stanley, Flora Bonsacks	W. H. Stanley	Virginia.
Stokes, Susie	R. C. Stokes	Virginia.
Spencer, Minnie Lee	Mrs. A. L. Spencer	D. Columbia.
Sterling, Sallie Willie	Mrs. S. W. Sterling	Virginia.
Swanson, Julia Benson	J. M. Swanson	Virginia.
Thacker, Katherine Mildred	W. C. Thacker	Virginia.
Thacker, Sarah Virginia	W. C. Thacker	Virginia.
Tinsley, Stella May	W. P. Tinsley	Virginia.
Tyler, Elizabeth Walker	W. W. Tyler	Virginia.
Williams, Eva Barnes	Mrs. L. L. Williams	N. Carolina.
Wood, Anna Elizabeth	Judge M. B. Wood	Tennessee.
Wooding, Mattie	Thos. H. Wooding	Virginia.
Wingfield, Sarah Frances	Mrs. V. C. Oglesby	Virginia.

COURSES OF INSTRUCTION.

The subjects in which instruction is given in the College are English, Latin, Greek, German, French, Mathematics, Chemistry, Geology and Mineralogy, Physics, Biology, Philosophy, Pedagogy, Music, Art, Elocution, and Physical Culture.

In these subjects courses of study are arranged leading to the degrees of Bachelor of Letters, Bachelor of Arts, and Master of Arts.

I. ENGLISH.

PROFESSOR ARMSTRONG.

[To honor the memory of a noble young lady, and to perpetuate her usefulness this Chair has been endowed and named by her friends "THE SUSAN DUVAL ADAMS CHAIR OF ENGLISH."]

The courses in English cover three years. Of these the first and the second year (courses 1, 2 and 4) are required for the degree of Bachelor of Arts. Courses 3 and 5 entitle the successful student to a diploma on English and advance her toward the degree of Master of Arts. In course 1 instruction is given in the theory and practice of composition. Courses 2 and 3 follow the development of Modern English, Prose and Poetry, and furnish material for studies in Description, Narration, Exposition, Argumentation, and Persuasion. Subjects in connection therewith are assigned every week, and the papers handed in are carefully criticised and afterward discussed in class. Courses 4 and 5 present the historical development of the language through Old and Middle English.

In order to meet the needs of those who have not been able to make full preparation for College, an introductory course of one year is offered. Students desiring to enter a higher class will be required to stand an examination on the subjects taught in preceding courses.

INTRODUCTORY YEAR.

FIRST TERM.—Theory of English Grammar; outline of American Literature. Five times a week.

Text: Lectures on Grammar; Grammatical Analysis; Selections from simple prose.

SECOND TERM.—Elementary Rhetoric; outline of English Literature. Five times a week.

Text: Elementary Rhetoric; Strang's Exercises in English; Selections illustrating Style.

NOTE.—Stress is laid in this year upon sentence-relations. Exercises are required every week.

COLLEGE COURSES.

COURSE 1.—Higher Rhetoric; Discussion of Style and Invention. Special attention is given to the Paragraph. Five times a week during the year.

Text: Genung's Practical Rhetoric; Hill's Foundations of Rhetoric; Selections to illustrate Style and Invention.

COURSE 2.—Development of Poetry and Prose from the 16th to the 18th century; Discussion, by means of rhetorical analysis of selections from representative authors of the period, in papers presented every week. These papers are the basis for work on essay form and for practice in the Kinds of Invention. Open to those who have been passed on Course 1. Once a week through the year.

Text: Gummere's Poetics; Popular editions of authors selected; Library reference-books.

COURSE 3.—Characteristics of 19th century Poetry and Prose. Discussion the same as in Course 2. Open to those who have been passed on Course 2. Once a week through the year.

Text: Popular editions of authors selected; Library reference-books.

COURSE 4.—Old English: Phonology, Forms, Syntax, Exercises (English into Old English), Translations. This Course is taken in the same year with Course 2. Twice a week through the year.

Text: Cook's First Book in Old English; Kent's Elene.

COURSE 5.—Middle English; History of the Language. This Course is taken with Course 3. Open to those who have taken Course 4. Twice a week through the year.

Text: Morris & Skeat's Selections; Lounsbury's Revised History of the English Language.

Courses 3 and 5 are electives for those applying for the degree of A. M.

II. LATIN.

PROFESSOR SHARP.

There are in Latin an introductory class and six College courses.

Students applying for admission to any class must be prepared to give evidence of sufficient acquaintance with the work of preceding courses. Exercises in translating from English into Latin are required at least once a week; also occasional written translations from Latin into English. For each course, selections are made for parallel reading from the authors read in that course.

The Introductory Class has been organized for the benefit of pupils not far enough advanced for admission to the regular College Courses. For entrance to this Class, an accurate knowledge of the Latin forms is required, and some experience in translating from Latin into English, and from English into Latin.

INTRODUCTORY YEAR.

FIRST TERM.—Bingham's Grammar (McCabe); Selections from Cæsar and Sallust. Five times a week.

SECOND TERM.—Bingham's Grammar completed; Selections from Curtius and Ovid; Creighton's History of Rome. Five times a week.

COLLEGE COURSES.

COURSE 1.—Gildersleeve's Grammar, and Exercise Book; Cicero's Orations; Cicero's Selected Letters. Three times a week.

COURSE 2.—Grammar, with careful study of Dactylic Hexameter and weekly exercises; Virgil's Æneid and Pastoral Poems. Three times a week.

COURSE 3.—Grammar and weekly exercises; Livy; Pliny's Epistles. Three times a week.

COURSE 4.—Grammar, with weekly exercises. Lyric Poetry, with written exercises in application of the rules and principles of Latin versification; Bender's Roman Literature; Odes, Satires, and Epistles of Horace; Selections from Cicero's Philosophical Writings. Three times a week.

COURSE 5.—Original Exercises; Tacitus, Selections from the Annals, or the Germania and the Agricola; Seneca's Moral Essays. Three times a week.

Course 6.—Original exercises; Juvenal; Plautus; Quintilian. Three times a week.

In Courses 5 and 6, special attention will be directed to the acquisition of readiness in translation at sight. The general history and development of the language, and its relation to other languages, as discovered and presented in modern philology, will be carefully taught.

Courses 1 and 2 are required for the Degree of Bachelor of Letters; Courses 1 to 6 are required for the Degree of Bachelor of Arts.

III. GREEK.

Professor Sharp.

The same methods will be employed as in the Courses in Latin. Weekly exercises are required in all the Courses.

One year is spent in introductory work. No previous knowledge of the language is necessary for admission, but applicants will be expected to have learned as much Latin as is comprised in the first two College Courses of that subject.

Introductory Year.

Fall Term.—White's Beginner's First Greek Book; The Greek in English (Goodell); Mahaffy's Old Greek Life. Five times a week.

Spring Term.—White's Beginner's Greek Book (completed); Xenophon's Anabasis; Fyffe's History. Five times a week.

COLLEGE COURSES.

Course 1. Goodwin's Grammar (to the Verb); Xenophon's Memorabilia of Socrates (Winans); Mahaffy's Old Greek Education. Parallel: Xenophon's Cyropædia in English translation. Five times a week for the first term.

Course 2.—Goodwin's Grammar (to Syntax); Lysias (Whiton); Jebb's Greek Literature. Parallel, Selections from English translation of Plutarch's Lives; Essay on Contrasts Between Greek and American Education. Five times a week for the second term.

Course 3.—Goodwin's Grammar (completed); Jones' Exercises in Greek Prose; Homer's Iliad (Keep). Parallel in English translation: Trial and Death of Socrates (Church), and Defense of Socrates. Three times a week for the first term

Course 4.—Grammar reviewed; Jones's Exercises in Greek Prose; Herodotus, Expedition of Xerxes; New Testament in Greek (Westcott and Hort). Parallel: Xenophon's Memorabilia, Books III and IV in English with Essay. Three times a week for the second term.

Course 5.—Sidgwick's Greek Prose Composition; Demosthenes, Thucydides. Parallel in English: Prometheus Bound, Æschylus; Medea or Alcestis, Euripides; Hesiod's Works and Days. Three times a week for the first term.

Course 6.—Prose Composition; Sophocles; Plato's Phædo. Parallel in English: Selections from Plato's Republic and Ethics; Aristotle on the Art of Poetry. Three times a week for the second term.

Courses 1 and 2 may be substituted for German in the degree for Bachelor of Letters; Courses 1–4 may be substituted for French and German in the degree for Bachelor of Arts. Courses 5–6 are elective for the degree of Master of Arts.

IV. GERMAN.

Professor Armstrong.

To enable those who have not previously had instruction in German to enter the College Course, an Introductory year is provided. In this year forms and elementary syntax are taught, and two or three hundred pages of easy German are read. Here, as well as subsequently, exercises are written at least once a week, sometimes oftener; and especial attention is given to making an idiomatic English translation. It is the aim of the College Courses, first, to secure thorough knowledge of the syntax and a good vocabulary; next, appreciation of style, and of German life and thought. Students are encouraged to acquaint themselves, as far as possible, with the literature itself.

Introductory Year.

Forms and fundamental facts of Syntax; easy translations and exercises. Three times a week through the year.

Text: Thomas's Practical German Grammar; Whitney's Introductory German Reader; Seidel's Die Monate.

COLLEGE COURSES.

COURSE 1.—Syntax; composition; idiomatic translations. Three times a week through the year.

Text: Whitney's Compendious Grammar; Harris's Composition; Die Jungfrau von Orleans; Aus dem Staat Friedrichs des Grossen; Die Geisterseher; Hermann und Dorothea.

Parallel: Aus dem Leben eines Taugenichts; Minna von Barnhelm.

COURSE 2.—Analysis of Style and Invention; Outline of German literature, with special reference to development. Three times a week throughout the year.

Text: Hoffmann's Rhetorik für höhere Schulen—Die Lehre vom Stil, Die Lehre von der Erfindung; Deutsche Literaturgeschichte; Reading-texts of Course 1 (for analysis); Heine's poems; selections from Humboldt, Marlitt, Ebers.

V. FRENCH.

MISS SMITH.*

COURSE 1.—Whitney's Grammar; Super's French Reader; Crane and Brun's Tableaux de la Revolution Française; Super's Historical Reader; Montgomery's French History. Recitations three times a week throughout the year; weekly exercises.

COURSE 2.—Grammar and weekly exercises; Selections from modern French classics; Molière; Racine; Corneille; Gasc's or Spiers and Surenne's Dictionary. Recitations three times a week throughout the year.

These Courses are required for the Degree of Bachelor of Letters. Two College Courses in French with one in German, or two in German with one in French, may substitute the requirements in Greek for Bachelor of Arts.

VI. PHILOSOPHY.

PRESIDENT SMITH.

COURSE 1.—Logic; Ethics. Twice a week throughout the year.

Text-Books: Jevon's Lessons in Logic; Hopkins' Law of Love.

*During Miss Smith's absence in Paris, this department will be under the direction of Professor Sharp.

COURSE 2.—Political Economy. Two recitations a week throughout the year.

Text-Book: F. A. Walker's Political Economy.

COURSE 3.—History of Philosophy; Natural Theology. Three recitations a week throughout the year.

Text-Book: Flint's Theism; Lectures.

VII. MATHEMATICS.

PROFESSOR PARRISH.

The work of this department is designed to develop in the student the power and habit of original thought in construction as well as in verification, and to give an accurate knowledge of the fundamental truths of Pure Mathematics. In all the classes, original work is emphasized and examinations are shaped so as to test the power rather than the knowledge of the student. The method of teaching varies with the character and grade of the subject. Text-books are prescribed, but free use is made of other texts and exercises so as to accustom the student to different methods of expression and demonstration. The subjects of the lower classes are kept parallel, thus giving as long a time as possible for the operation of the peculiar discipline afforded by each.

Students entering Course 1, outlined below, will be expected to furnish satisfactory evidence of a thorough knowledge of Elementary Algebra and of work in Geometry equivalent to Wentworth's Plane Geometry *including* the theorems and problems for original demonstration and solution. To meet the needs of those whose preparation is not adequate to enable them to enter Course 1 an introductory class is provided.

INTRODUCTORY CLASS.

Elementary Algebra and Geometry. The class meets five times a week throughout the year.

Text-Books: Wentworth's Complete Algebra; Hill's Geometry for Beginners; Wentworth's Plane Geometry.

COLLEGE COURSES.

There are seven College Courses in Mathematics, as follows:

COURSE 1.—Higher Algebra and Solid Geometry. The class

meets five times a week during the first term. In addition to the regular class work, written exercises are handed in weekly. In Geometry the power of original demonstration and solution is the main result sought, and the work from the beginning is shaped toward that end.

Text-Books: Wentworth's College Algebra; Wentworth's Solid Geometry.

COURSE 2.—Higher Algebra, including the elements of Determinants; Plane Trigonometry with applications. The class meets five times a week through the second term. The line of work is the same as that indicated in Course 1.

Text-Books: Wentworth's College Algebra; Newcomb's Plane Trigonometry; Peck's Determinants.

COURSE 3.—Spherical Trigonometry with applications; Analytical Geometry.

The class meets four times a week for the first term. Written exercises are handed in weekly.

Text-Books: Newcomb's Spherical Trigonometry; Newcomb's Logarithmic Tables; Charles Smith's Conic Sections.

COURSE 4.—Analytical Geometry. The class meets four times a week for the second term. In addition to class work, written exercises are handed in weekly.

Text-Books: Charles Smith's Conic Sections; Charles Smith's Solid Geometry.

COURSE 5.—Differential Calculus with applications. The class meets three times a week for the first term, and in addition to this hands in written work twice a week.

Text-Book: Todhunter's Differential Calculus.

COURSE 6.—Integral Calculus with applications. The class meets three times a week during the second term, and hands in written work twice a week.

Text-Book: Todhunter's Integral Calculus.

COURSE 7.—A course of parallel Mathematical Reading.

Any student desiring admission to advanced standing must come prepared to show thorough knowledge of all the work preceding that desired.

Courses 1, 2, 3 and 4 are required for the degree of A. B., and courses 1 and 2 for B. L. Courses 5, 6 and 7 are elective for the degree of A. M. Upon the completion of the seven courses a diploma in Mathematics will be given.

VIII. PHYSICS AND ASTRONOMY.

PROFESSOR MARTIN.

INTRODUCTORY YEAR.

Physics.—This course consists of recitations from a standard text and a series of experiments by the instructor. After the students have become thoroughly grounded in the principles of the science, and a working supply of physical data has been obtained by the method outlined above, they are assigned desks in the physical laboratory and given a number of experimental problems, wholly quantitative in nature, which involve considerable accuracy in measuring and weighing. Each student keeps notes on this work. From time to time the note-books are inspected by the instructor; and at stated periods the pupils are rigorously questioned upon the methods employed and the principles involved.

The class meets five times a week throughout the year. Laboratory fee, five dollars, payable in advance *to the director of the laboratory.*

Text-Books: For recitation, Carhart and Chute; for the laboratory, Hall.

COLLEGE COURSES.

COURSE 1.—*Physics:* This course embraces the mechanics of solids, liquids and gases; sound; heat; light; electricity. Instruction is given by recitations and laboratory work. The laboratory course, which is entirely quantitative in method, is designed to afford discipline in accuracy of observation, attention to detail and clearness of thought, and familiarity with the methods of scientific investigation.

The class recites daily throughout the year: in addition, four consecutive hours of each Monday are devoted to laboratory work, an account of which must be kept in a note-book provided for that purpose. This course presupposes Introductory Physics, Chemistry 1 and Mathematics 3. Laboratory fee, five dollars for each half-session, payable in advance *to the director of the laboratory.*

Text-Books: For recitation, Sheldon's Olmstead; for the laboratory, Sabine.

COURSE 2.—*Astronomy:* An information course. Instruction is given by recitations and observations two hours a week during the second half-session. Students taking this course are required to have completed (or to be pursuing) Physics 1.

This course is elective with Biology 2.

Text-Book: Newcomb and Holden.

IX. CHEMISTRY AND GEOLOGY.

PROFESSOR MARTIN.

COURSE 1.—*Inorganic Chemistry:* This course embraces a study of oxygen, hydrogen, nitrogen, chlorine, carbon, and of the fundamental principles of the atomic theory. Instruction is given by laboratory exercises and recitations.

The class meets five times a week during the first half-session. This course presupposes acquaintance with Physics as far as taught in the Introductory Year. Laboratory fee, five dollars, payable in advance *to the director of the laboratory.*

Text-Book: Remsen's Inorganic Chemistry.

COURSE 2.—*Inorganic Chemistry:* This course embraces a study of the elements based on the periodic law, stoichiometry, and the fundamental principles of chemical analysis. Instruction will be given by laboratory exercises and recitations.

The class meets five times a week during the second half-session. This course presupposes Course 1, of which it is a continuation. Laboratory fee, five dollars, payable in advance *to the director of the laboratory.*

Text-Books: Remsen's Inorganic Chemistry; Grabfield and Burn's Chemical Problems, and Lectures on Qualitative Analysis.

COURSE 3.—*Blow-pipe Analysis, Crystallography, and Determinative Mineralogy:* Instruction is given by laboratory exercises, conferences, and recitations. The class devotes ten hours a week during the first half session to these subjects. This course and Course 4 are together elective with Biology 1. Laboratory fee five dollars, payable in advance *to the director of the laboratory.*

Text-Books: Martin's Blow-pipe Analysis, Lectures on Crystallography, and Brush's Determinative Mineralogy.

Course 4.—*Lithology, and Dynamic and Systematic Geology:* Instruction is given by laboratory exercises, excursions, and recitations. The class devotes five hours a week during the second half-session to these subjects. Course 3 and Introductory Biology are presupposed. This course and Course 3 are together elective with Biology 1. Laboratory fee five dollars, payable in advance *to the director of the laboratory.*

Text-Books: Williams' Lithology, and Winchell's Geological Studies.

X. BIOLOGY.

Professor Martin.

Introductory Year.

Anatomy, Physiology, and Hygiene: Instruction is given by recitations from a text-book, and illustrated by reference to an articulated skeleton and Bock-Steger models of the most important organs of the human body, together with such laboratory demonstration as the instructor may deem advisable. The class meets daily during the first three months of the session.

Text-Book: John C. Cutter's Comprehensive Physiology.

Zoology: Instruction is given by recitations and laboratory work. Dissection is confined to invertebrates, reptiles, and fishes. The class meets daily during the second three months of the session.

Text-Book: Packard's Zoology.

Botany: This course embraces a thorough mastery of the facts and terms of structural botany together with the study of typical forms in systematic botany. Each student is expected to analyze not less than fifty species of plants indigenous to the surrounding country, and to study their characteristics. The class meets daily during the last three months of the session.

Text-Books: Gray's School and Field Book of Botany, and Martin's Outlines of Botany.

COLLEGE COURSES.

Course 1.—*General Biology:* This course is designed to be a study of living organisms from the stand-point of morphology, physiology, and development. Instruction is given by laboratory work, conferences, and recitations. The class meets daily through-

out the year. This course is elective with Chemistry 3 and 4. Laboratory fee five dollars for each half-session, payable in advance *to the director of the laboratory.*

Text-Books: Parker's Lessons, and Dodge's Practical Biology.

Course 2.—*Physiology:* In this course the student will be afforded opportunity to become acquainted with the details of microscopy and the methods of experimental physiology. Instruction is given by laboratory work, conferences, and recitations. The class meets three hours a week during the second half-session. This course presupposes Introductory Physics, Chemistry 1 and 2, and Biology 1; it is elective with Physics 2. Laboratory fee, five dollars, payable in advance *to the director of the laboratory.*

Text-Book: Martin's Human Body, advanced course.

XI. PSYCHOLOGY AND PEDAGOGY.

Professor Parrish.

The work of this department is designed mainly for advanced students who expect to choose the profession of teaching and for teachers already in the field. It is intended (1) to secure for the student a good knowledge of the laws of the human mind and of the correct application of those laws to the science of teaching, (2) to develop power and skill in teaching, (3) to lead to the formation of a lofty ideal of the profession of Teaching and a purpose to attain in it a high degree of excellence. It is not claimed that the study of pedagogy will make good teachers of incapable persons, but it is believed that a careful study of the science and art of teaching will give to those who have a natural fitness for the profession a degree of efficiency which they could otherwise gain only by many years of experience, and that it will make their advancement much more certain and rapid.

Introductory Year.

This work is arranged for the benefit of students who cannot take a complete course. It consists of a brief course of elementary psychology with application of its principles to the science and art of teaching. This class meets three times a week throughout the year.

COLLEGE COURSES.

COURSE 1.—*Psychology:* This class meets twice a week throughout the year. Frequent written exercises are required. The course includes a brief study of the elemental processes of the mind, together with their main compounds. The truth sought is arrived at largely by simple experimentation and introspection, supplemented by lectures, but a full course of parallel reading is required. No special text-book is used, but, following the professor's syllabus, the students read and discuss several different authors.

COURSE 2.—*Theoretical Pedagogy:* The class meets three times a week during the first term. The work consists of lectures from the professor, with recitations, essays and discussions from the students. The aim of the course is to give an intelligent understanding of the principles which underlie the science and art of teaching.

Reference-Books: Compayre's Lectures on Pedagogy; Lange's Apperception; Fitch's Lectures on Teaching; Spencer's Lectures on Education; Parker's Talks on Pedagogics.

COURSE 3.—*History of Education:* The class meets three times a week during the second term. In addition to the texts studied a full course of parallel reading is given.

Text-Books: Painter's History of Education; Compayre's History of Pedagogy; Quick's Educational Reformers. The parallel readings will include selections from a number of the best educational writers.

COURSE 4.—*Practical Pedagogy:* The class meets three times a week for the first term. The aim of the course is to give the students an opportunity to observe correct teaching of all grades and such practice in lesson-making and lesson-giving as shall test their power to apply the principles studied in the theoretical course. The work of Course 4 will, for general students, cover observation and practice in primary and grammar grades. The best methods of teaching the different subjects given in these grades will be considered and suggestive courses of each left in the hands of the students. For special students see note below.

COURSE 5.—*Practical Pedagogy:* A continuation of Course 4. The class meets three times a week for the first three months of the second term. The work of this course, for general students, concerns special method in High School and College teaching.

Each student will be required to prepare and give, in the presence of the professor of the class, lectures on subjects assigned by the professor.

NOTE.—Students of Pedagogy who are qualified, in the judgment of the faculty, to specialize on any one or two subjects, may devote one period a week of the time required in Courses 4 and 5, to the study of the method of teaching each selected specialty under the direction of its professor.

COURSE 6.—*School Management:* The class will meet three times a week during the last two months of the second term. The work will consist of lectures by the professor, recitations and essays on the part of the student.

Text-Book: White's School Management.

COURSE 7.—*Advanced Psychology:* The class meets twice a week throughout the year. This work will consist of lectures by the professor, experimental work on the part of the students, and parallel reading from prescribed authors.

In addition to the courses in Psychology and Pedagogy outlined above, various academic courses have been arranged with special reference to the wants of teachers. Among these are (1) Higher Arithmetic taught from the teacher's standpoint, and with constant reference to the best method of teaching this very important branch of mathematics; (2) Industrial Drawing; (3) Physiology and Hygiene; (4) Zoology and Botany; (5) Grammar and Composition.

XII. ELOCUTION.

PROFESSOR STROTHER.

Special Elocution.

COURSE 1.—Training to secure habits of Attention and Observation; Development of Perception and Conception in Reading.

COURSE 2.—Physical and Vocal Gymnastics; Correct Bearing and Breathing; Air; Diet; Dress; A sound voice in a sound body.

COURSE 3.—Voice Culture, for Purity, Power and Resonance; Phonologic Drill, for Precision in Articulation.

COURSE 4.—Melodic Development, for Modulation and Tone Color; presentation of classic extracts, for the application of foregoing Principles of Expression.

Course 5.—Action according to the Delsarte System; Shakespeare's Plays, for Dramatic Analysis, Character Study, Tone and Action.

Course 6.—Study of the reciprocal relations between the forms of Rhetoric and the forms of Elocution, as shown in the art of men of letters and orators in all ages; The Lives, Times and Art of the Seven Great Orators of the World. Original essays, on two subjects:

(1) Elocution as a Science and a Fine Art.

(2) Expression: Its Function in a Liberal Education.

General Elocution.

Course 7.—Every pupil in the College may have practical instruction in Expression, free of charge, and all are encouraged to take advantage of instruction and practice in this Department.

Two recitations per week will be given to this work, the instruction being graded according to the English course.

Text-Books: Professor's Notes; Fulton and Trueblood's Practical Elocution; Brown's Synthetic Philosophy of Expression.

XIII. MUSIC.

Professors Landon, Schehlmann, Adams, and Frantz.

This department is under the general supervision of the Director, Professor Charles W. Landon. Professors Adams, Schehlmann and Frantz are associated with him.

It is not necessary to emphasize the importance and value of this course; it is already well understood and appreciated. It will be given its due place in the distribution of time, and a diploma in music is counted on the Degrees of Master of Letters and Master of Arts. Students who desire to specialize in music will only be required to take two College studies in the Literary departments. In music, as in other subjects taught in the College, students enter the class for which they are found prepared. A special course in the art of teaching music is offered to those who wish to prepare themselves for that profession.

I. Piano Forte—Professors Landon, Adams and Frantz.

Preparatory Year.

First Term.—Musical Theory; Theoretical Rudiments; Landon's Piano Method; W. S. B. Matthews' Graded Studies; Kohler's Etudes, Op. 50; Duvernoy's Etudes, Op. 120; Mason's Technics.

Second Term.—Musical Theory; MacDougall's Melody Playing; Lemoine's Etudes, Op. 37; Heller's Op. 125 and 128; Gurlett's Op. 50; 30 Selected Studies from Heller; Mason's Technics; Selections from Clementi, Mozart, Schumann, and the best American and European modern composers. Two lessons a week.

COLLEGE COURSES.

Course 1.—Two lessons a week during the first term. Daily practice. Harmony; Theoretical Scale, Chord, Rhythmical and Accent Studies; Heller's Op. 47; Concone's Etudes Melodiques; Le Couppey's Op. 26; Mason's Technics.

Course 2.—Two lessons a week during the second term. Daily practice. Harmony; Loeschhorn's Etudes, Op. 66 and 67; Wrist, Staccato, Trill and other special Etudes; Doring's Op. 24; Heller's Op. 46; Mathews' Graded Studies; Mason's Technics; Selections from Haydn, Mozart, Mendelssohn, Schumann, and the best American and European composers.

Course 3.—Two lessons a week during the first term. Daily practice. Harmony and History of Music; Heller's Op. 16 and 90; Kalkbrenner's Etudes, Op. 20; Bach's Lighter Pieces; Kullak's Octave Studies, Op. 48; Cramer's Selected Studies; Mason's Technics.

Course 4.—Two lessons a week during the second term. Daily practice. Counterpoint and History of Music; Clementi's Gradus; Haberbier Etudes; Bach's Inventions; Jensen's Op. 32; Special Octave Studies; Mason's Technics; Selections from Haydn, Mozart, Beethoven, Schubert, Schumann, Weber, Mendelssohn, Chopin, Liszt, Raff, Gade, Dupont, Wm. Mason, De Kontski, Wilson G. Smith, Wm. H. Sherwood, Ad. M. Foerster, J. C. Alden, Emil Liebling, and other American and European composers.

Course 5.—Two lessons a week during the first term. Daily practice. Counterpoint; Schumann's Etudes; Chopin's Etudes, Op. 10; Mason's School of Octaves and Bravura; Loeschhorn's Grand Octave School.

Course 6.—Two lessons a week during the second term. Daily practice. Composition. Analytical study of classic music. Chopin's Etudes, Op. 25; Bach's 48 Preludes and Fugues; Liszt's Etudes; pieces, sonatas and concertos by Bach, Beethoven, Schumann, Weber, Chopin, Mendelssohn, Raff, Liszt, and compositions of the best modern American and European composers.

The æsthetic development of the pupil's mind will be made to keep pace with the above technical works.

II. Pipe Organ and Church Music Course.

A carefully prepared course of study is arranged in this branch of music. We have a large Mason & Hamlin organ, with two manuals and a full set of pedals, especially for student practice.

This course may be profitably connected with the study of the piano and the theory of music. There is a growing demand for good organists and choir leaders. This course is planned to give practical training to pupils who wish to fill such positions.

III. Cabinet or Reed Organ.

A course of instruction is given on this instrument, consisting of the rudiments of music, parlor, Sunday-school and church music, and a special course in Cabinet Organ music. In this course are taught the organ touch, the stops, and the special effects to be obtained from their artistic use, and brilliant and effective pieces are selected to bring out the fine qualities of this popular instrument.

Text-Books: Landon's Reed-Organ Method; Landon's Melodious Studies for the Reed-Organ; Landon's Annotated Reed Organ Music; Gospel Hymns and Church Music.

IV. Violin.—Professor Scheilmann.

Instruction will be given upon this favorite instrument to students individually or in classes of two or three. The introduction of the violin as a ladies instrument gives a very desirable variety to musical entertainments. The violinist is appreciated not only

for the peculiar charm of the music but also from its comparative rarity amidst universal piano-playing.

V. Vocal Music.—Professor Schehlmann.

Instruction in vocal music will be given to students individually and in classes, and will embrace vocal culture, sight reading and chorus and solo singing.

1. *Sight Reading.*—All students of music are encouraged to pass through this class, which is preparatory to the chorus class, and is indispensible to pupils beginning vocal culture. Practice in sight singing is a great agent in developing that sense of rhythm and of harmony of sounds usually called "musical talent." Students of the piano and organ who can sing at sight perform with superior expression and intelligence.

Text-Book: W. W. Gilchrist's Course in Sight Singing. Blackboard illustrations and exercises.

2. *Chorus Singing.*—The time of this class is given to the study of choral works of classic and modern writers. Both secular and sacred compositions for female voices, in two, three and four parts, are used. Special practice is occasionally given with a mixed chorus as preparation for choir singing.

3. *Solo Singing.*—This course may be taken individually or in association with one or two others of similar advancement. Stress is laid upon voice building and training and the development of the special talent of individuals.

Text-Books: Panofka, Concone and Lutgen.

VI. Theory of Music.

Classes will be organized in Harmony, Composition and Counterpoint. The special aim in these classes will be to give the pupil the theoretical knowledge necessary to express her own musical ideas, to qualify her to teach the science to others and to make her a musician as well as a performer.

It is now accepted without question that a comprehensive and expressive performance of music is dependent upon a constructive and theoretical knowledge of the composer's design and meaning, as well as upon a skillful execution of the composition. An intelligent insight into the scientific foundation upon which rests

the art of music, also increases the interest of pupils in their singing and playing.

VII. Teachers' Courses.

For those who wish to prepare themselves to teach music the combination of Pedagogy with Music offers marked advantages.

1. The student will be taught music in the newest and best methods.

2. She will be taught how to impart instruction scientifically both by precept and example.

3. Instruction in collateral subjects, the knowledge of which is essential to the highest excellence, is at hand to add the stamp of rounded culture.

4. The reputation of the College is such that it has a large and reliable demand for teachers. Situations seek our graduates.

XIV. ART.

Professor Smith.*

The purpose of the School of Art is not only to give students a knowledge of drawing and painting, but to develop their power of observation and appreciation of the true and beautiful. The time of the student is devoted to the study of the principles which underlie all true work in art, and their application in well graded exercises. It is not diverted to making decorations. The method is the same as that used now in the best art schools, such as the Art Students' League, of New York, and the Académie Julian, in Paris, France, where the instructor received her art education.

Course 1.—Drawing from objects and casts.

Course 2.—Drawing from casts—heads, busts, full-lengths and life.

Course 3.—Drawing heads from life, draped models. Painting from still-life. Composition.

Course 4.—Drawing from life. Painting from still-life. Composition. Outdoor Sketching.

* During Miss Smith's absence in Europe this department will be under the direction of Professor Bernhard Gutmann (Royal Academie, Dusseldorf).

Course 5.—Painting from life. Drawing in pastel. Composition. Outdoor sketching.

Painting can be done either in oils or water colors.

The above courses ordinarily require four sessions; but the instruction is given personally to each student, and therefore by special application and talent the course may be finished in less time.

A teacher's course in industrial drawing will also be given.

XV. PHYSICAL CULTURE.

Miss Hunt.*

In this department the general aim shall be to secure that perfect condition of body conducive to its best use in every day life. Specific aims are—health, good bearing, symmetrical development, grace, a good speaking voice. Both Delsarte and Ling systems are used.

Gymnasium with modern apparatus.

*For the session of 1895-6 this department will be in charge of Miss Hargroves.

MISCELLANEOUS INFORMATION.

BUILDINGS.

The buildings have been designed after careful consideration of the needs, present and prospective, of a completely equipped college, based upon knowledge of some of the best college plants in Virginia, and special examination of the buildings and equipments of the leading Northern colleges for women. Lecture-rooms are provided for the Languages, (Ancient and Modern,) the Natural Sciences, Mathematics, Philosophy, Music and Art; Laboratories for Chemistry, Biology, and Physics; Gymnasium and appliances for Physical Culture; Astronomical Observatory, Chapel, Dining Hall and Dormitories, all heated, lighted and ventilated after approved modern plans.

ENDOWMENT.

In order to put the institution upon an equal footing with the colleges with which it is to compare, it was determined that it should be endowed, and more than $100,000 has been secured and set aside as a nucleus for that purpose. This endowment, which we trust will soon grow to $500,000, has enabled us to secure professors of high ability and scholarship. As means increase, loan funds, scholarships, fellowships, and other aids will be provided, to assist capable students of limited means to secure the advantages of the College.

COURSE OF STUDY.

The course of study leading to the A. B. degree is identical with that of Randolph-Macon College, at Ashland, Va., for young men, and the requirements for admission and for graduation are also the same.

In addition to the Academic Courses, Departments of Pedagogy, of Music, and of Art have been established. Elective Courses, leading to the A. M. degree, are provided as at the college at Ashland.

Selections from this course, giving equally thorough but less extensive drill in Mathematics, and embracing Music or Art and Modern Languages, will secure the degree of Bachelor of Letters.

The Board of Trustees hope and believe that this effort to provide in the South an endowed college for our young women, to rank side by side with the excellent colleges for men which have won for Virginia so enviable a reputation, will secure the approbation of our people, and enlist their support. It is hoped that the opportunity to measure themselves by this standard will be to the young women of our Southland an inspiration to higher attainments in scholarship. We seek to have them secure the power of knowledge and the charm of culture, without sacrifice of that gentleness and feminine grace for which they are so justly admired.

LOCATION.

The college buildings, situated in a spacious campus of twenty acres, occupy a commanding elevation, with picturesque surroundings. Though only twelve minutes ride by street-car line from the business centre of the city of Lynchburg, the college site has yet the quiet of seclusion and the charm of rural beauty. The Peaks of Otter rise to distant view in the west, while lesser spurs of the Blue Ridge lie around.

MEDICAL SUPERVISION.

Believing that careful, skilled supervision of sanitary arrangements and daily medical attention will greatly conduce to the health of students, we have engaged a physician of repute and experience to take charge of these matters. He will be present each morning to be consulted by any student who may be indisposed, to attend all cases of sickness in the College, and to supervise the sanitary arrangements of the institution. The cost of this medical attendance is included in the published expenses.

ORGANIZATION.

After an experience of many years, during which both methods have been tested, we deem a well-guarded elective system preferable, under existing circumstances, to the curriculum. It affords an advanced student, having special aims, the privilege of pursu-

ing a desired course, and it enables the Faculty to assign suitable work to those who are without uniform preparation, or who cannot remain long enough to obtain a degree.

Instruction is given by text-books and lectures. The effort is made to secure thorough scholarship, and students are retained in lower, or returned from higher to lower classes, until the professor considers them qualified to advance.

CHOICE OF STUDIES.

Students will be enrolled in appropriate classes after conference with the President and professors. Each one is required to have not less than fifteen nor more than twenty recitations a week, unless there are special reasons to the contrary, and no study can be changed or discontinued without the consent of the Faculty.

COLLEGE HONORS.

College Honors are: (1) Cerficates of Distinction in each class for under-graduates, (2) Special Diplomas for graduates in subjects, and (3) Degree Diplomas for graduates in full courses.

The degrees conferred are: (1) Bachelor of Letters, (2) Bachelor of Arts, and (3) Master of Arts.

The attainments required to secure these honors are as follows:

I. Certificates of Distinction.—A student making eighty per cent. of the examination values in a course below the highest in any subject will receive a Certificate of Distinction in that course.

II. Special Diplomas.—A student completing satisfactorily the highest course in any subject will receive a diploma on that subject.

III. Degree of Bachelor of Letters.—A student completing satisfactorily the following courses will be awarded a Graduate Diploma conferring the degree of Bachelor of Letters: English through Courses 1, 2 and 4; French through Course 4; German, Latin, Chemistry, Physics, Mathematics, and Music through Course 2; Biology, Psychology and Philosophy through Course 1, and Physical Culture for one session in college.

For German, Greek through Course 2 may be substituted.

IV. Degree of Bachelor of Arts.—A student completing the following Courses satisfactorily will be awarded the degree of Bachelor of Arts: Latin through Course 6; Mathematics through Course 4; English through Courses 1, 2 and 4; German, Chemistry, Physics and French, through Course 2; Psychology and Biology through Course 1; Philosophy through Course 2; Physical Culture for one session.

For this degree the following elections are allowed:

1. For Course 2 in German, Course 2 in French.
2. For French and German may be substituted Greek through Course 4.
3. For Course 2 in Philosophy, Courses 2 and 3 in Pedagogy.
4. For Music through Course 2, Art through Course 4.

V. Degree of Master of Arts.—For this degree the student must have completed the course for the Bachelor's Degree and any four additional graduating courses.

EXAMINATIONS.

There are two examinations, conducted in writing, one at the close of the half-session in February, the other at the close of the session in June. A student who fails to pass an approved examination loses her right to advance to a higher class. Students are required to attend these examinations of their classes and whenever, for any cause, a special examination is asked for it must be at the expense of the student.

REPORTS.

A report of the standing of each student is made to the parent or guardian at the end of every five weeks during the session, and such special remarks will be appended as each case may demand.

GOVERNMENT.

Young ladies boarding in the College will be treated as daughters of equal maturity in a well-regulated Christian family. It will, however, be borne in mind that they are gathered for nine months for a serious purpose, and the regulations of the College will be such as to protect them from interruption or distraction.

SOCIETIES.

The Washington and Franklin Literary Societies and the College Christian Association are maintained with enthusiasm and success.

FURNITURE.

The College supplies the students' rooms with bedstead, bureau, wardrobe, washstand, chairs, mattress, pillows and crockery. Each student should bring with her sheets, blankets, a counterpane (size No. 10x10), pillow-cases (size 30x24 inches) and towels; also her own marked napkin ring and any other articles of use or ornament desired for her room, such as knife, fork and spoon, pictures, &c. The rooms are finished with mouldings for pictures.

No article will be received for the laundry which is not plainly and indelibly marked.

CHRISTMAS.

We fully sympathise with the sentiment that calls for a family re-union at Christmas, and have given place to it to the extent of one week's suspension of college duties; additional time lost at this period, while the classes are advancing, will cause serious embarrassment to the student, and may even result in failure at the Intermediate Examinations, and consequent discouragement throughout the remainder of the session. Parents are, therefore, earnestly requested to see that their daughters return to College by the end of the holiday during which the exercises are suspended.

EXPENSES.

HALF-SESSION.

For Board, Washing, Steam heat, Gas, Medical Attendance, Gymnasium Fee and Tuition in Literary Courses, per half session, ...	$125 00
Music—Instrumental—Piano or Organ, according to grade, . . .	25 00–40 00
Vocal, Private Lessons, ...	30 00
Class of 2, ...	15 00
" " 3, ...	10 00
Chorus " " 6 or more, ...	5 00
Theory: { Introductory year, ...	5 00
{ Harmony, Counterpoint, Composition, ...	10 00
Use of Piano 1½ hours daily, ...	5 00
Art—Course I, ...	10 00
Course II, ...	15 00
Courses III and IV, ...	20 00
Course V, ...	25 00
Elocution (Special), ...	10 00–20 00

Fees payable at the beginning of each half-session.

We are enabled to offer the superior advantages of the College on the terms above-given, only from the fact that the gift of buildings and endowment is equal to an annual contribution of $10,000, of which our patrons receive the benefit.

THIS IS THE ONLY ENDOWED COLLEGE FOR WOMEN IN VIRGINIA.

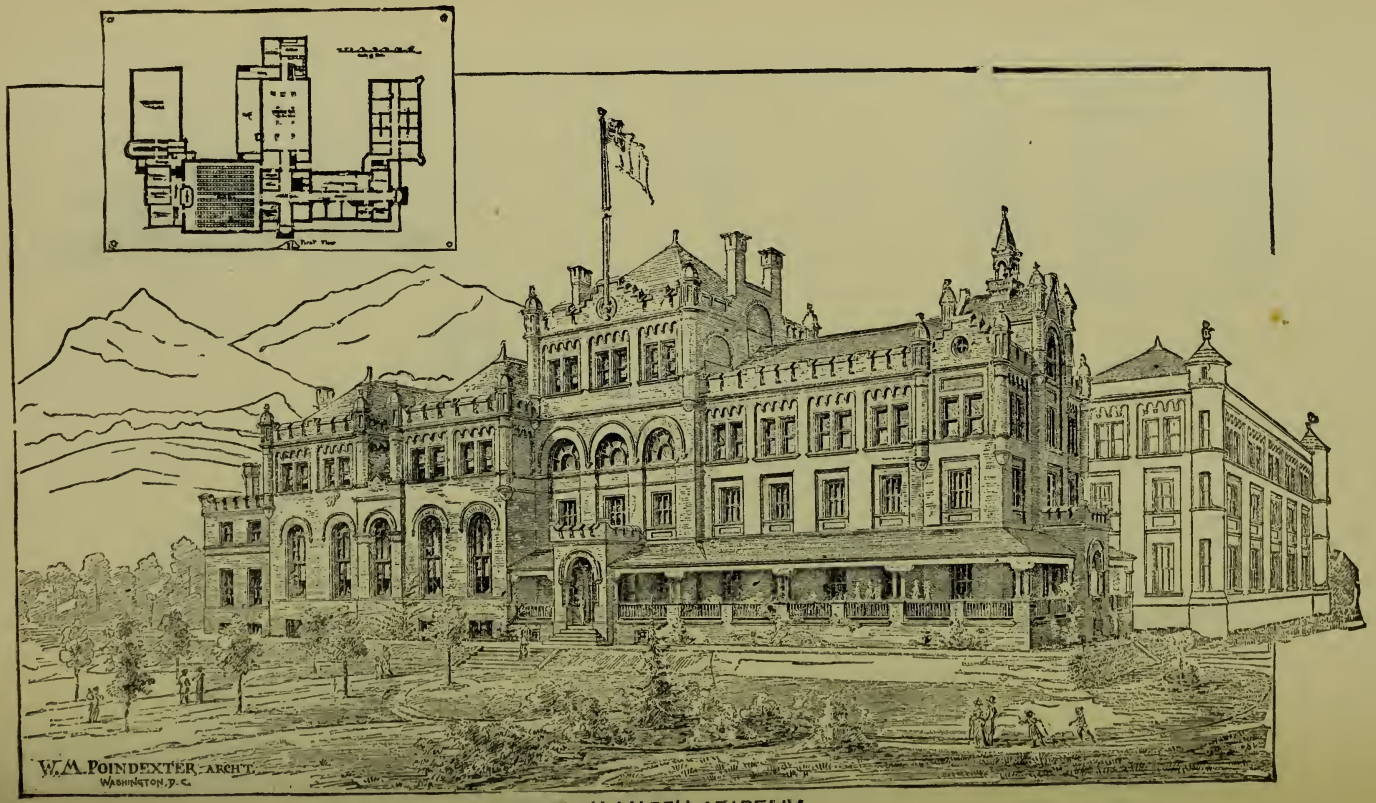
The next session begins Thursday, September 12th, 1895.

To the Wise Philanthropist.

The friends of the higher education of woman are earnestly requested to consider the claims of Randolph-Macon Woman's College upon their generosity. It has laid the foundation of a true college for women, broad and deep. Sufficient endowment has been secured to assure its permanence. To this benefactors may add with confidence that their gifts will not be wasted. Each contribution is made more effective by those that have preceded it, and in turn enhances their value. We ask for (1) $100,000 additional endowment; (2) one hundred scholarships of $100 each to aid needy and deserving students; (3) $10,000 for additions to library and apparatus. Will not the friends of Education in the South build upon this foundation a worthy rival of the colleges for women in the North, equalling them in facilities for culture, while preserving the Southern type of womanhood.

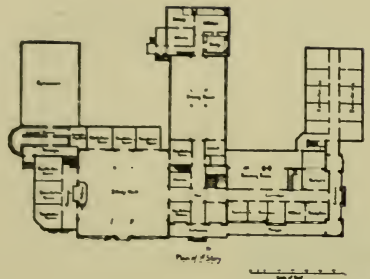
Donations should be addressed to the President. Devises and bequests should read:

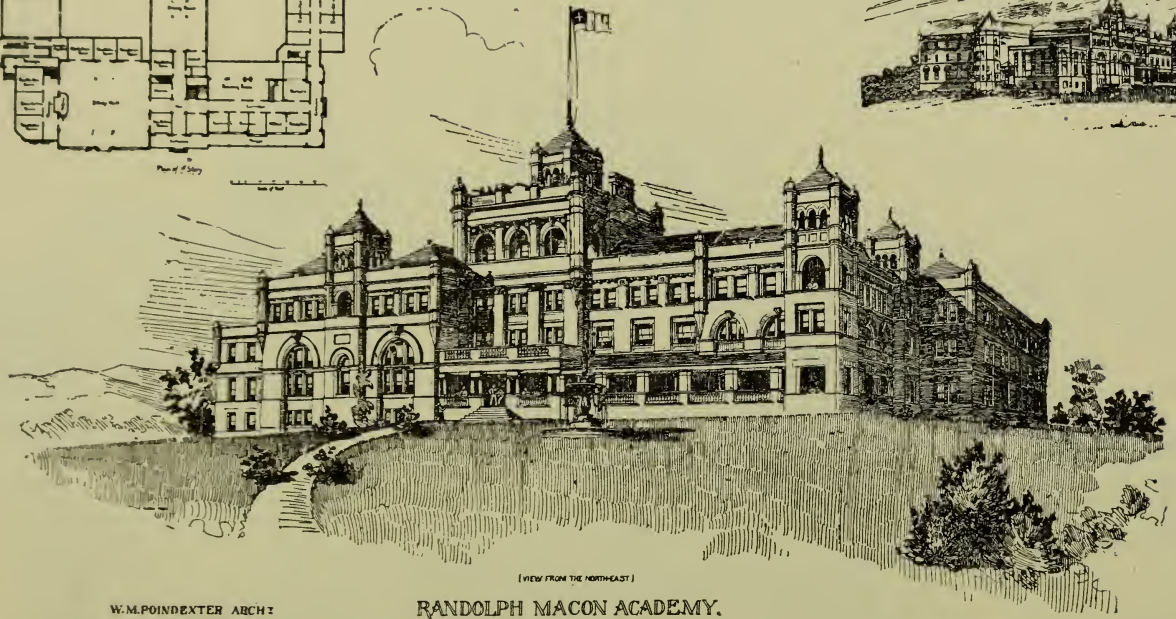
"I give and bequeath to the Trustees of Randolph-Macon College, for the benefit of Randolph-Macon Woman's College, &c."



RANDOLPH MACON ACADEMY.

Bedford City, Va.





[VIEW FROM THE NORTH-EAST]

W.M.POINDEXTER ARCH.T
WASHINGTON DC

RANDOLPH MACON ACADEMY.

FRONT-ROYAL VA.

Other Randolph-Macon Institutions.

Randolph-Macon Woman's College is one of four educational institutions owned and conducted by the same corporation. The other three are:

1. Randolph-Macon College, Ashland, Va., Rev. John A. Kern, D. D., Vice-President, enters upon its sixty-fourth year, September 19th, with enlarged facilities. Full college course. Fifteen officers and professors. Science Hall, with new Laboratories and Observatory. Department of Physical Culture under skilled instructor. Hot and Cold Water Baths. For catalogue, apply to Capt. Richard Irby, *Secretary, Ashland Va.*

2. Randolph-Macon Academies, at Bedford City and Front Royal, prepare for any college or university, or for business. Both eligibly located. The buildings, with grounds, etc., at each place, are worth $100,000, and are unequalled in the South. Heated by steam, lighted by electricity; bath-rooms, with hot and cold water, on every floor; single beds; single desks. Classes limited to fifteen pupils. Splendid gymnasiums. Rates low. The officers are:

Bedford City Academy, A. M. Hughlett, A. M., and E. Sumter Smith, Principals. For catalogue, with full particulars, address Principals R.-M. Academy, Bedford City, Va.

Front Royal Academy, Rev. B. W. Bond, D. D., Principal. For catalogue, with full particulars, address Principal R.-M. Academy, Front Royal, Va.

Randolph=Macon

Academy,

Bedford City, Virginia.

1894-'95.

1895:
MARSH PRINTING COMPANY,
BEDFORD CITY, VA.

Randolph-Macon Academy,

BEDFORD CITY, VA.

RANDOLPH-MACON ACADEMY is an effort at a distinct advance in educational enterprise in the South.

Its Field. It is distinctively an Academy, with no ambition to be a college in name, or to do college work in fact, but, choosing for itself the field between the preparatory home school and the real college course, it purposes to prepare youths for college or university, under the most wholesome moral influences.

Remembering, also, that a majority cannot, or will not, prosecute their education to a college degree, and that their entire educational preparation for life will be completed at the Academy, we have added to those studies strictly required for satisfactory entrance at college such extensions or practical applications of the previous work as will, in our judgment, best complete their equipment for business life.

The Purpose. Believing this to be a most important work, and worthy of as much care and effort as that of a college or university, the projectors of Randolph-Macon Academy determined to plan an institution to do it as perfectly as human fallibility would allow. The question of expense was not allowed to thwart their purpose. The garment was not to be "cut according to the cloth," but cloth was to be procured sufficient to make the desired garment. An academy was to be built which would lack nothing that seemed important for the work proposed. They undertook to find, not merely a good site, but the

best that patient study of desirable locations in Virginia should disclose; to secure not merely a good plan, but the best the architectual talent of the United States could furnish; to have the building erected in the best possible manner; to arrange a plan of instruction and administration thoroughly adequate to the end proposed; and to provide, with all the diligence in their power, the best corps of instructors to carry out their purpose of making an ideal school.

Location. The Academy is situated in that favored section of Piedmont, Va., on the Norfolk and Western Railroad, midway between Lynchburg and Roanoke, and within half a mile of the Post Office, Telegraph Office, and business houses of Bedford City, with which it is connected by telephone; four daily passenger trains stop at the new depot adjoining the Academy grounds, and make connection with the Richmond & Danville, Chesapeake & Ohio, and other systems. The grounds comprise thirty acres, ascending from the railroad to a commanding crest, upon which the buildings are located. On all sides a panorama of beauty spreads out before the eye, dominated by the majestic Peaks of Otter, nine miles distant. From the celebrated Peaks' Spring, high up on its sides, pipes convey that pure and delightful water to each floor of the Academy building.

The Building. The attractiveness of the building, upon which $80,000 has been expended, is not exaggerated by the frontispiece. "It is beyond its representation on paper" is the report of a visitor, and this echoes the general opinion of those who have inspected it. "One of the handsomest and most complete in the country;" "A more complete and beautiful building I have never seen;" "A perfect gem;" "The most thoroughly equipped and

most modern academy building, to our knowledge, in the United States," are quotations taken almost at random from the accounts written by correspondents for the press. Special features are:

1. THE STUDY HALL, 60x65 feet, 22-foot pitch, with 250 single "Andrews" desks. Here all recitations are prepared, a teacher presides to preserve order, and assists students in their work, during which no classes are heard in the room. From this hall, doors open into eight recitation rooms.

2. THE BOYS' "WET-WEATHER PARADISE" is a large semi-basement room, 60x65 feet, which is simply a great play-room, for healthy sports in rainy, muddy wintry weather.

3. THE PHYSICAL CULTURE WING is a building 40x80 feet, containg a Gymnasium, with "Sargent" Apparatus, bath-room, with hot and cold water, lockers, etc., all in charge of a specially-trained director, who conducts the exercises on scientific principles to develop the body of the student and to give it robustness, symmetry and grace.

4. THE WATER ARRANGEMENTS supply hot and cold water throughout the building, fire-plugs and hose reach to every room on each floor, and fountains embellish the lawn.

5. THE HEATING is done by steam, and fresh warm air is driven by fans through the house, ventilating as well as heating, by the system adopted by the United States Capitol at Washington and considered the best known to our times.

6. THERE IS NO NEED OF AN OIL LAMP IN THE HOUSE. Three hundred Edison incandescent electric lights illuminate the building from basement to garret. This light is steady and uniform, and has been found by actual test to be an excellent one for students. The fact that there will be no smoking wicks nor dingy chimneys to strain the pupil's eye-sight, nor exploding lamps to endanger his life,

is of great interest to parents. There is no need of kerosene or match in the building.

7. THE DORMITORIES are high-pitched airy rooms, with windows and transoms, each, without exception, *exposed to the sunshine during some part of the day*. Only two students occupy a room, and each has his separate bed. Infirmary rooms are reserved in suitable places in the house. Each room is furnished with a nice oak set—two single bed-steads, beds and pillows, a bureau, washstand and chairs. Pupils furnish their own blankets, pillow-cases and towels.

8. THE DINING HALL is 40x60 feet, with pantry and store-room adjoining, and the kitchen is fitted with the best "Duparquet" range. The fare is abundant, wholesome, sufficiently varied, properly cooked and nicely served.

9. THE YOUNG MEN'S CHRISTIAN ASSOCIATION HALL is one of the largest and handsomest rooms in the building. About $500 have been expended by the Association in furnishing and frescoing this hall.

10. THE PARLOR, RECEPTION AND DINING ROOMS on the first floor, sufficient to hold all the students at once, show that their social life is not neglected.

A correspondent of a Knoxville (Tenn.) paper writes: "It would be difficult to find or even imagine a more charming site for an institution, and hard to point out any defect in the plan and appointments of the edifice."

Plan. Special features of the school are:

1. That large classes are graded and heard in sections of not more than fifteen pupils.

2. That an extra teacher presides in the Study Hall, to preserve order and assist students in the preparation of their lessons.

This division of classes into sections (requiring more teachers) and the employment of an additional teacher for

the Study Hall, add to our expenses, but are necessary to the best results.

Course of Instruction.

The subjects in which instruction is given in the Academy are Orthography, Reading, Geography, Penmanship, English, Latin, Greek, German, French, Mathematics, Science, History, Elocution, Physical Culture, Music and Art.

Orthography.

There are five classes in Orthography. Each class recites five times a week. The course is begun with the simplest words in the language. Careful attention is given to pronunciation and to definition. In the third year the more difficult words are studied, and in the fourth and fifth, a careful study of words derived from Latin, Greek and Anglo-Saxon completes the course.

TEXT-BOOKS:—First and Second Years—Gilbert's "School Studies in Words."

Third Year—Gilbert's "Graded Test Speller."

Fourth and Fifth Years—Swinton's "Word Analysis," and Webster's or Worcester's Academic Dictionary.

Reading and Geography.

Reading and Geography are completed in one year.

TEXT-BOOKS:—Reading—McGuffey's Fourth and Fifth Readers and Selected Classics.

Geography—Maury's Manual.

Penmanship.

Lessons in Penmanship are given by an instructor. The principles are studied, and every student is required to copy daily from blackboard exercises. As an encour-

agement to careful practice, the students are given the privilege of exemption from practice as soon as they acquire a *set* legible style, satisfactory to the instructor.

English.

Randolph-Macon College is the pioneer of advanced study of English in the South. The same rigid work in preparatory studies formerly done at the college is continued at the Academy. There are four classes. Each recites five times a week.

First Year.—Students are started in the Parts of Speech, and, during the entire year, are taught "old-fashioned" parsing. They are required to write weekly exercises and to read several English Classics as parallel. The parallel reading for next year will be, "Robinson Crusoe" (DeFoe) and "Legend of Sleepy Hollow" (Irving).

TEXT-BOOK:—Abbott's "Parts of Speech."

Second Year.—Having completed satisfactorily the work of the first year, students take up the study of Analysis. Constant practice in diagramming is required, and the leading principles of Syntax are mastered. Letter writing and work in original composition receive careful attention, and each student has to write at least one exercise a week. These exercises are corrected, returned, and discussed before the class. The parallel reading for next year will be, "Roger de Coverley" (Addison), Franklin's Autobiography, "Lady of the Lake" (Scott), and "The House of Seven Gables" (Hawthorne).

TEXT-BOOKS:—Reed & Kellogg's "Higher Lessons in English."

Third Year.—Students continue the study of Analysis, taking up the more difficult constructions. Careful attention is given to the study of the Participle, of the Infinitive, and of Elliptical Constructions. Selections from the prose of Addison, Macaulay, Scott, and Dickens and from the

poetry of Longfellow, Byron, Keats, and Shelley are assigned for written analysis.

Rhetoric is begun and principles studied are applied in frequent written exercises. The parallel reading for next year will be, "Sketch Book" (Irving), "Ivanhoe" (Scott), "David Copperfield" (Dickens), and "Rasselas" (Johnson).

TEXT-BOOKS:—Genung's Outlines of Rhetoric. Notes by instructor.

Fourth Year.—Students complete the work of analysis, analyzing extracts from Shakespeare and other dialogues. Rhetoric is continued, and Shakespeare's plays and English Literature are taken up. Each student is required to write an essay of five pages each month of the first term. The second term is devoted to practical work in Composition, and careful attention is given to the development of style. The parallel reading for next year will be, "Childe Harold" (Byron), "In Memoriam" (Tennyson), "Virginians" (Thackeray), "Adam Bede" (Eliot), and "Gulliver's Travels" (Swift).

TEXT-BOOKS:—Genung's Rhetoric, Genung's Rhetorical Analysis, Meikeljohn's Literature, Strang's English Exercises. Notes by instructor.

Latin.

The same rigid method pursued in English, is pursued in Latin. In the lower classes there is constant drill in forms and frequent written exercises are required to fix the forms. As the students advance, they are carefully drilled in Syntax and in analysis of texts read. There are four classes. Each recites five times a week.

First Year.—Thorough study of Forms, and Reading.

TEXT-BOOKS:—Bingham's Grammar to Syntax. Cornelius Nepos.

Second Year.—Review of Forms, Syntax to subordinate sentences, Reading, and Exercises.

TEXT-BOOKS:—Bingham's Grammar. Cornelius Nepos (completed)

Third Year.—Review of previous work, Syntax completed, Reading and Exercises.

TEXT-BOOKS:—Bingham's Grammar, Daniell's Exercise Book, Cæsar's Gallic War, and Cicero's Orations.

Fourth Year.—Syntax reviewed, Reading, and Exercises.

TEXT-BOOKS:—Gildersleeve's Grammar, Gildersleeve's Exercise Book, Cicero's Orations (completed), Virgil's Aeneid, White's Eng. Latin Dictionary. Notes by instructor.

Greek.

Greek is taught but one year. Thorough drill is given in forms. The principles of accent and of contraction, and a general course in Syntax are carefully taught. About one hundred and fifty pages of Greek, and English translations of The Iliad and The Odyssey are read. An essay of eight pages on "The Iliad" is required.

TEXT-BOOKS:—Harkness' First Greek Book; Fables; Calvert's Readings in New Testament.

German.

There are two classes in German. Each class meets five times a week.

First Year.—The forms are mastered and the elements of Syntax are studied and applied in semi-weekly exercises. Reading is begun after the twentieth lesson in the Grammar.

TEXT-BOOKS:—Whitney's Grammar, Whitney's Reader.

Second Year.—Syntax is studied in detail and Exercises are written twice a week. Reading is continued. In the second term, special attention is given to the history and to the etymology of the language.

TEXT-BOOKS:—Whitney's Grammar, Goethe's "Hermann und Dorothea;" Schiller's "Jungfrau Von Orleans," Heyse's "Die Einsamen," and "Anfang und Ende;" Goethe's "Faust."

French.

There are two classes in French. Each class meets five times a week.

First Year.—Forms are mastered and Syntax is studied to the Pronoun. Special attention is given to pronunciation and to translation by ear. Exercises are written twice a week, and selections from various authors are read.

TEXT-BOOKS:—Otto's French Grammar. Joynes-Otto's French Reader.

Second Year.—Grammar is completed. Exercises twice a week. Four plays in prose, (selected from the writings of Scribe, Girardin, Labiche, and Martin), "Athalie" (Racine), "Le Cid" (Corneille), and "Le Misanthrope" (Moliere), are read. In the second term, outlines of the history and of the literature of the language are given. Special attention is given to reading and writing French at sight and to translating by ear.

TEXT-BOOKS:—Otto's Grammar, Bocher's "Series of Plays" No. 1, Joynes' "Select Classic Plays.

Mathematics.

Realizing that the study of Mathematics is peculiarly apt to develop the reasoning faculties, the Academy gives most careful attention to this subject in all the branches taught. The most thorough work is required in each lower class, as the condition of entrance into a higher. As a test of thorough acquaintance with principles studied, original work is required both in class and in examinations. There are five classes. Each recites five times a week.

FIRST YEAR.—Wells' Arithmetic.

SECOND YEAR.—Wells' Arithmetic (completed).

THIRD YEAR.—Wentworth's Higher Algebra.

FOURTH YEAR.—Well's Plane Geometry, Wentworth's Higher Algebra.

FIFTH YEAR.—Wentworth's Algebra (completing Series, Permutations, Combinations, Probability, and Solution of Higher Equations),

Peck's Determinants, Wells' Solid Geometry, Wentworth's Trigonometry, Surveying (Lectures), Crittenden's Commercial Arithmetic (special).

Science.

To develop habits of observation, a liberal course in Science is given; and, as far as possible, original work is required in the more advanced classes. There are five classes. Each recites five times a week.

First Year.—Easy lessons in Physics, Geology, Botany, Natural History, and Physiology are given.

TEXT-BOOKS:—Bert's First Lessons in Science.

SECOND YEAR. { First Term, Maury's Physical Geography. Second Term, Martin's Physiology (Briefer Course.)

THIRD YEAR. { First and Second Terms, Carhart and Chute's Physics.

FOURTH YEAR. { First Term, Remsen's Chemistry. Second Term, Remsen's Chemical Analysis, Laboratory work.

FIFTH YEAR. { First Term, Young's Government Class Book. Second Term, Walker's Elementary Political Economy.

History.

There are four classes in History. Each recites five times a week. In the more advanced classes, special attention is given to the philosophy of history, and effort is made to develop in students the habit of seeking the causes of events in one age in the events of preceding ages.

TEXT-BOOKS:—

FIRST YEAR. { First Term, Eggleston's History of the U. S. Second Term, Magill's History of Virginia.

SECOND YEAR. { First Term, Montgomery's History of England. Second Term, Montgomery's History of France.

THIRD YEAR. { First Term, Myers' Eastern Nations and Greece. Second Term, Allen's History of Rome.

FOURTH YEAR.—First and Second Terms, Smith's Bible History.

Elocution.

There are two classes in Elocution. Each, next year,

will meet twice a week. The work will consist in Vocal Culture, Practice in Orthoepy, in Declamation, and in Gesture.

Physical Culture.

Every student, unless prohibited by the resident physician, must take exercise in the gymnasium as long as he remains in school. Exercise is deemed necessary to him, and hence is provided for him. The gymnasium is fully equipped with all necessary apparatus, and a competent instructor directs the exercises. Outdoor sports are encouraged, but are regulated by the director of the gymnasium.

Music and Art.

Music and Art do not belong to the regular Academy Course, but instruction is given on Piano or in Freehand Drawing and Painting.

Societies. The Washington and the Franklin Literary Societies organized among the students offer incentives and present opportunities for the acquisition of skill in public speaking. Medals and public honors are awarded by each on the public day at the close of the session.

A branch of the College Young Men's Christian Association has been organized and successfully conducted in the School. Regular weekly meetings are held in their commodious room.

Method of Discipline. Without firm discipline, based on strong and clear convictions of right, and administered in the spirit of kindly sympathy, no boarding-school deserves to succeed. The rules of Randolph-Macon Academy are few, and only such as are necessary to the well-being and the success of the student.

We seek to enforce them with impartial certainty. Formal rules are not relied upon for the regulation of moral conduct. The broad, general principle that every student is to be a young gentleman of honor, usefulness, and absolute honesty is insisted upon. To develop and foster this spirit among the students, to make the moral atmosphere not only wholesome but invigorating and uplifting, is the first and greatest aim of the Principals and their associates. If any pupils are found to be obstacles to this result, earnest efforts will be directed to their reformation, but will not be long continued if satisfactory results do not show themselves. The contamination of many will not long be risked for the sake of one, and a vicious or idle pupil who cannot be moved to honest effort at self-improvement in a few weeks after his entrance, will be returned to his home, where his influence may be less injurious. Brilliant success is not demanded of pupils, but honest effort is insisted on.

Lest any one should be overlooked, each teacher has special oversight over a portion of the pupils, and is responsible for their diligence of study and propriety of conduct.

Under the general principles outlined above, such specific regulations as may be necessary to good order and good work are prescribed, and kind but effective measures are taken to secure obedience. Demerits are given for lack of punctuality and for disorder. Offences against morals are put upon a different basis. Honor and truth are held sacred, and constantly magnified in the management of the school.

Reports of the conduct and progress in study of the students are sent to their parents and guardians each five weeks of the session.

Students are required to be present at family prayers morning and night, and also to attend on Sunday morning the church preferred by their parents.

Cigarette smoking is not allowed.

Officers and Teachers. So important a work and so expensive a plant is not to be entrusted to incompetent or inexperienced hands. It has been the policy of the school to secure the best teachers to be had, to pay them liberal salaries, and to reward increased efficiency by increased compensation.

Believing that careful skilled supervision of sanitary arrangements and daily medical attention will be greatly conducive to the health of students, we have elected a physician of repute and experience to take charge of these matters. He is present every morning to be consulted by any student who may be indisposed, to attend all cases of sickness in the Academy, and to supervise the sanitary arrangements of the institution. This medical attendance costs each student $2.50 per term, diminishes the apprehensions of parents and teachers, and either prevents serious sickness or limits the expense of it to $5.00 a year.

Special Remarks. Parents frequently say to us, "My boy is too young to leave home," and fond mothers ask, "Who will tuck my boy in at night?" The Academy appreciates the feeling that prompts these questions, and hence has provided that all boys, and particularly the younger, shall have, as nearly as possible, the care of parents. The matron gives careful attention to all their needs, provides delicate food in cases of sickness, sees that the rooms are kept clean and well ventilated, looks after clothing, etc. The ladies of the house strive to make the Academy home-like in every way, and have valuable influence in impressing the boys with the value of gentleness and refinement. The teachers endeavor always to make them feel that honor and integrity of character, that regularity and system in doing all things, that untiring and ceaseless efforts in the line of duty are absolutely essential to true success. They try to make

boys realize that culture of body and culture of intellect are good, but that culture of heart is better. If any parent does not want his son safe-guarded against evil, and exhorted to be noble and manly, let him not send him to the Academy. Boys are not allowed to frequent the town at will; nor to be out of the house at night. Whenever they leave the grounds, they are required to inform the Principal; so that their "whereabouts" are always known.

Catalogue.

SESSION OF 1894-'95.

OFFICERS AND TEACHERS.

GENERAL SUPERINTENDENT:

W. W. SMITH, A. M., LL. D., (Pres't R.-M. College.)

PRINCIPALS:

A. M. HUGHLETT, A. M.

E. SUMTER SMITH, (Grad. Univ. Va.)

INSTRUCTORS:

BOLIVAR C. NETTLES, A. B.

GEORGE W. RUSSELL, A. M.

ANDREW SLEDD, A. M.

THOMAS M. JONES, A. B.

MRS. A. M. HUGHLETT.

DIRECTOR PHYSICAL CULTURE.

BOLIVAR C. NETTLES, A. B.

PHYSICIAN:

R. G. O'HARA, M. D.

MATRON:

MRS. M. A. LUCKETT.

CATERER:

J. GORDON SMITH.

Roll of Students.

SESSION OF 1894-'95.

STUDENT.	STATE.
Allen, Joseph Marvin	Virginia.
Anderson, Wm. Clinton	"
Anthony, Bernard	"
Austin, J. B.	"
Ball, Ephraim	"
Barham, John Langhorne	"
Barbee, Edward W.	N. C.
Barrow, Hazel Arthur	Virginia.
Beaton, Wm. Marion	"
Blackwell, Karl S.	"
Bloxom, Merritt,	"
Brooks, James Edward	"
Burks, J. Frank	"
Burks, Edward C., Jr.	"
Burks, Martin P., Jr.	"
Campbell, Thomas Moody	"
Carter, Wm. Rollin	"
Coffee, Russell A.	"
Coffee, Bassett M	"
Cole, Albert Bledsoe,	N. C.
Cole, Walter F.	"
Covington, Stephen Wall	"
Danne, Charles	Virginia.
Darden, Richard Newitt	"
Darden, Julius Cæsar	"
Davis, Harry Sutton	"
Delk, Owington Gordon	"
Dudley, Virginius L.	"
Dunton, Devereux	"
Dunton, Samuel Henry	"

STUDENT.	STATE.
Eberson, Leon Moss	"
Eggleston, John Read	"
Ewell, Arnold E.	"
Ewers, Samuel Harrison,	"
Farley. Thomas Gipson	"
Fisher, Samuel Hoffman	"
Fletcher, Ashton	"
Folk, Harry Bradford	"
French, Wm. Augustus,	"
French, Kelley S	"
Freeman, W. Stanley	"
Garland, Robert C.	"
Gates, Benjamin W.	"
Gills, Wm. James	"
Goodall, James P.	"
Green, James Thomas	"
Gregory, Henry Claiborne	"
Gregory, Frank Hancock	"
Gregory, Edward Price	"
Gregory, Herbert Bailey	"
Haden, Leonidas Arnold	"
Hancock, Walker	"
Hargis, Cearles Meade	"
Heath, George C.	"
Hopkins, John F.	"
Hughlett, James Duncan	"
Hyslup, James Edward	"
Jester, Homer Bates	Texas.
Jeter, Jerry Camden	Virginia.
Johnson, Joseph Edward	"
Jones, Bruce Lee	"
Jones, Wm. Lewis	"
Jones, Lloyd	"
Karner, Philpott	Texas.
Kelley, Chas. G.	Virginia.
Knobeloch, Joseph M.	S. C.
Knobeloch, John	"

STUDENT.	STATE.
Leak, Frank W.	N. C.
Lear, Joseph Merritt	Virginia.
Lucas, James B.	"
Matthews, Albert Clinton	"
McAden, Robert Hicks,	"
McCurtain, George B.	I. T.
McGill, John D.	Virginia.
McSparran, Francis B.	"
Miller, Alexander	"
Moore, Lloyd Carleton	"
Murphy, Wm. Leonard	"
Muse, Wm. Thomas	"
Neville, George L., Jr.	"
Noble, Levi D. Travers	"
Noble, Duncan Leverton,	Md.
Ogden, Thomas Warren	Virginia.
O'Hara, Robert Burke	"
Owens, Benjamin Harris	"
Oyler, James E.	"
Peters, John Marvin,	"
Petty, Abner Smith	"
Phillips, Calder Sherwood	"
Phillips, Wm. Thomas	I. T.
Phillips, Charles Rooks	"
Plunkett, George W.	Virginia.
Ramsey, Winbern	"
Reese, Emmett F., Jr.	"
Richardson, Clarence B.	"
Royall, Wm. Wayt	"
Saunders, O. E.	Texas.
Schoolfield, Henry O.	Virginia.
Scott, Henry Trigg	"
Sebrell, Marvin Pretlow	"
Sebrell, Benjamin W. M.	"
Skelding, Edward James	"
Skelding, Arthur H.	"
Smith, Wm. S.	Texas.

STUDENT.	STATE.
Smith, Wm. E.	Md.
Smith, Taylor Garrett	Virginia.
Smith, John Henry A.	"
Smith, Hugh Gordon	"
Spencer, John Leak	N. C.
St. Clair, Wade Hampton,	Virginia.
St. Clair, John Alexander	"
Tankard, Philip W.	"
Thomas, J. Lewis	"
Thompson, Vinas Oscar,	N. C.
Thomas, John H.	Virginia.
Townsend, J. William	I. T.
Traynham, Benjamin L.	Virginia.
Trotman, Percy E.	"
Valentine, Wm. B.	"
Vest, J. Marshall,	"
Vickers, James C.	Md.
Walker, Walter Nash	Virginia.
Walker, John James	"
Weil, Samuel	"
Williams, Harry	"
Woodard, Benjamin Pope	"

Roll of Honor.

FOR CONDUCT.

The following students, having given no occasion for criticism of their moral conduct, and having received no demerits for tardiness, idleness or disorder during the entire session, are entered upon the records of the Academy as constituting the Roll of Honor for Conduct for 1894-'95:

Allen,
Anthony,
Barham,
Blackwell,
Bloxom,
Brooks,
Campbell,
Coffee, B.,
Covington,
Dunton, H.,
Eggleston,
Ewell,
Fisher,
Garland,
Goodall,
Green,
Gregory, F.,
Gregory, Henry,
Gregory, Herbert,
Gregory, E.,
Hargis,
Karner,
Kelley,
Knobeloch, Joseph,
Leak,
Matthews,
McAden,
McSparran,
Miller,
Moore,
Murphy,
Noble, Levi D. Travers,
Ogden,
Oyler,
Plunkett,
Reese,
Richardson,
Sebrell, M.,
Sebrell, B.,
Smith, W. E.,
Tankard,
Thomas, J. H.,
Valentine,
Vickers,
Walker,
Williams,
Woodard.

FOR STUDY.

The following students completed all the work assigned them for the year *with distinction in each class*, and are entered on the records of the Academy upon the Roll of Honor for Study for 1894-'95:

Allen,
Beaton,
Blackwell,
Bloxom,
Burks, E.,
Burks, F.,
Campbell,
Coffee, R.,
Coffee, B.,
Darden, J.,
Ewell,
Goodall,
Green,
Haden,
Hargis,
Hughlett,
Jester,
Jeter,
Johnson,
Jones, W. L.,
Karner,
Kelley,
Knobeloch,
Knobeloch,
Lear,
McAden,
Moore,
Neville,
Noble, L.,
Owens,
Oyler,
Phillips, T.,
Peters,
Ramsey,
Reese,
Saunders,
Sebrell,
Smith,
Spencer,
Stras,
St. Clair,
Tankard,
Thomas, L.,
Thomas, J. H.,
Valentine,
Vest,
Vickers.

SPECIAL SUCCESS.

The following students having passed all their examinations with an average mark of ninety-five per cent., or over, are deserving of special mention:

Blackwell,
Bloxom,
Campbell,
Hughlett,
Jones, W. L.,
Karner,
Reese,
Saunders,
Valentine,
Vickers.

Medalists.

WASHINGTON LITERARY SOCIETY.

Debater . . . . . W. L. Jones, Virginia.

Declaimer . . . . . W. B. Gates, "

FRANKLIN LITERARY SOCIETY.

Debater . . . . . J. D. Hughlett, Virginia.

Declaimer . . . . . Ephraim Ball, "

BACCALAUREATE SERMON.

Rev. R. N. SLEDD, D. D., Richmond, Va.

BACCALAUREATE ADDRESS.

Rev. WM. E. EDWARDS, D. D., Danville, Va.

BRADBURY SCHOLARSHIP MEDAL.

Merritt Bloxom, ... Virginia.

Calendar.

SESSION OF 1895-'96.

The first term will begin	Thursday, Sept. 12th, '95.
The second " " "	Monday, Jan'ry 27th, '96.
The session will close	Thursday, June 12th, '96.

EXPENSES.

For matriculation, board, tuition, light, and fuel, for half session	$103.75
For use of gymnasium	2.50
For medical attention	2.50
For washing ($0.31¼ per week), half session, 20 weeks . . .	6.25
Total expense for half session	$115.00
Lessons on Piano and use of instrument for half session . .	18.75
Lessons in Free-hand Drawing for half session	10.00
Lessons in Oil Painting for half session	22.50

☞Students for the ministry of any evangelical church, and sons of ministers of conferences contributing to the funds of Randolph-Macon, pay $77.50 per half session, All fees payable in advance.

When students leave without good cause, the Academy reserves the right to refuse reimbursement of fees for *tuition, matriculation, and medical attendance.*

Fees for board, tuition, light and fuel, washing, and gymnasium are refunded if students leave through necessity.

That we are able to offer these exceptional advantages at such prices, is due to the following facts:

1. We have no dividends to pay stockholders on the $100,000 in the plant. The contributions to build the Academy have been without condition.

2 We have no taxes to pay—county, town or State.

3 The officers and teachers are working for a noble purpose, in which their hearts are enlisted, and are willing to do much work for moderate salaries, to place the facili-

ties of the school within reach of the greatest possible number.

Our aim is not to make money, but to establish a great school, and to do the greatest possible good to the largest possible number. We hope to see many benevolences in the form of free scholarships, free libraries, and endowed aids of all sorts gather around the Academy to multiply its advantages and place them within the reach of all. We shall be glad to become the dispenser of the benefactions of such friends of education as appreciate our enterprise.

Books and Stationery will be furnished at the Academy at publishers' prices. For these a deposit of $10.00 should be made upon entrance. This is held subject to the student's order. To reduce this expense as much as possible, the student should bring with him all the school books he may have, which are likely to be of use.

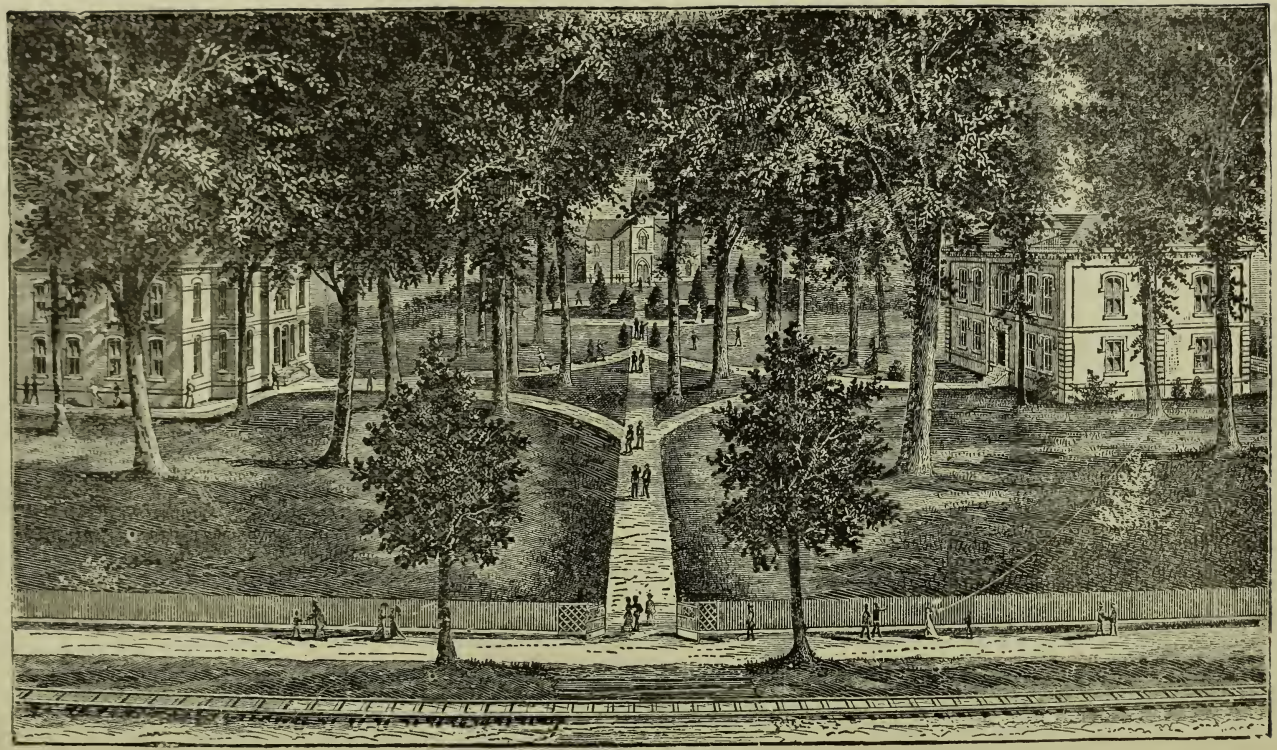
Clothing, Etc. Ordinary school clothing should be warm, strong and inexpensive. Gymnastic suits for exercise will be bought for students at wholesale cost by the director of the Physical Culture department. *No clothing will be received for the weekly wash which is not plainly marked with the owner's name.*

Each student occupies a bed to himself, and should bring with him two pairs of sheets, blankets and bedspread of suitable size for a single bed; also one pair of pillowslips, towels and a clothes-bag.

When desired we will furnish these articles of suitable quality at market prices.

For further information, address

A. M. HUGHLETT, A. M.,
Bedford City, Va.



The Randolph-Macon System.

The Trustees of Randolph-Macon College operate four institutions. Besides the Randolph-Macon Academy at Bedford City, herein set forth, and the Randolph-Macon Academy at Front Royal, which does the same work in another section of the State, are the Randolph-Macon College for men at Ashland, Va., and the Randolph-Macon Woman's College, at Lynchburg, Va.

Randolph-Macon College,

ASHLAND, VA.

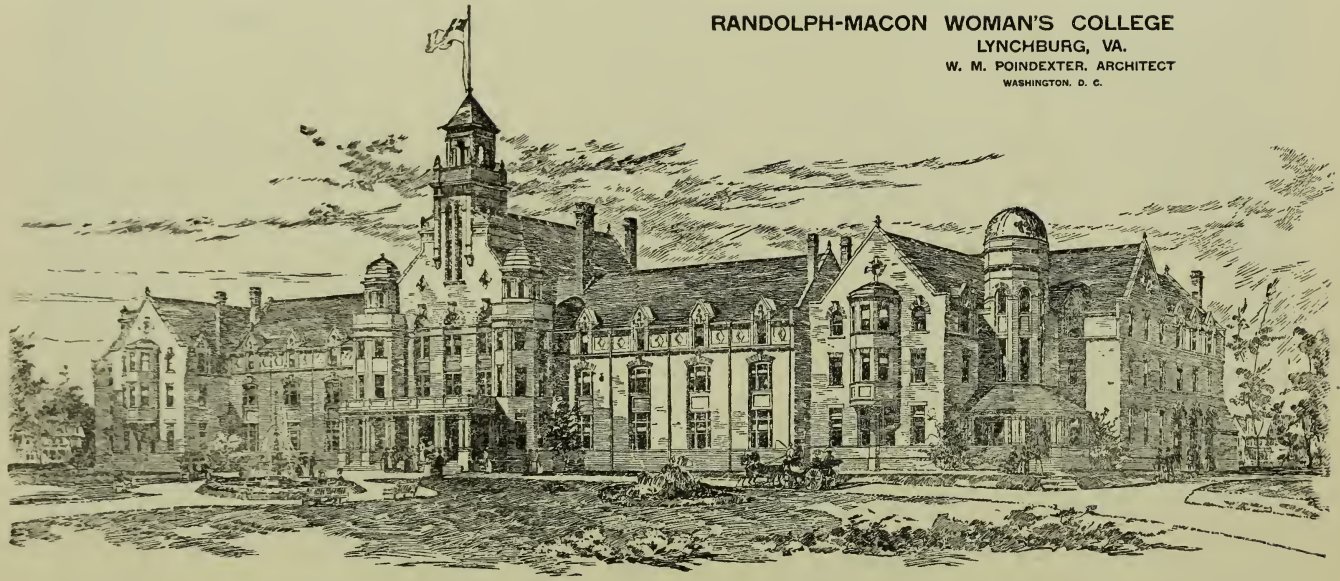
The picture on the opposite page shows a portion of the College Campus and the main buildings.

The next session (the 64th year) will open on the 19th of September, (Third Thursday),

For Catalogue and special information, address,

CAPT. RICH'D IRBY, A. M.,

Sec'y and Treas., Ashland, Va.



RANDOLPH-MACON WOMAN'S COLLEGE
LYNCHBURG, VA.
W. M. POINDEXTER. ARCHITECT
WASHINGTON. D. C.

Randolph-Macon Woman's College.

The new Woman's College opened at Lynchburg, September, 1893, offers the same course and maintains the same standard for young women that the College at Ashland does for young men. It is under the immediate superintendence of the President of the R.-M. system, Dr. Wm. W. Smith.

☞THE RANDOLPH-MACON WOMAN'S COLLEGE IS THE ONLY ENDOWED COLLEGE FOR THE EDUCATION OF YOUNG WOMEN IN VIRGINIA. It proposes to expend annually $10,000 in addition to all fees paid upon the education of its students. It is not conducted to make money, but to give the young women of the South an opportunity to attain the strength of fully developed faculties and charm of high literary culture under environments in harmony with Southern ideals of womanly modesty and grace.

For Catalogue, address

Pres. WM. W. SMITH, A. M., LL. D.,

Lynchburg, Va.

Testimonials.

As to the satisfaction given parents by the work done, and their opinion of the institution, we refer with confidence to our patrons. From many commendations received from them we select a few testimonials chiefly from those who have taken occasion to visit the Academy and inspect its operations in person.

"My honest conviction, from close observation of the methods of Randolph-Macon Academy, is that the school has no equal in the South."—T. D. Berry, Pres't First National Bank, Bedford City, Va.

"The training is thorough, the methods inspiring, the discipline perfect."—Rev. W. F. Fisher, Bedford City, Va.

"I cannot commend too highly the location of the Academy, and what especially pleased me, the arrangement for the comfort and convenience of students in your commodious building. Our boy has improved much, both mentally and physically. We shall return him next September."—W. H. Stratton, Cleburne, Texas.

"I am very much pleased with the progress of my boys, and the care taken of them, and they appear themselves to be enthusiastic about Randolph-Macon Academy. Having visited the institution several times, I am prepared to say the accommodations are of the best, the fare always excellent and well served, and the teachers conscientious and skillful. I expect the Academy to remain in the front of educational institutions."—Rev. W. K. Boyle, D. D., Ed. Epis. Methodist, Baltimore.

"I am a patron of Randolph-Macon Academy, and having visited it and observed its system and management, I can heartily commend it to the public."—From W. A. Gualt, Esq., Baltimore, Md.

"I am highly gratified with the progress of my sons in study at Randolph-Macon Academy, and am satisfied that due attention is paid to cultivate correct morals and manners along with intellectual training. The appointments of the buildings, after the best models known, and the establishment of a curriculum fully abreast with the highest modern thought and practice, of which I was pleased to learn by careful personal inspection, commend Randolph-Macon Academy to the entire confidence of those having boys to educate, and I believe it will

have more applications for admission than it can accept."—From W. H. Case, Esq., Bertha, Va.

"I am more than satisfied; I am delighted with Randolph-Macon Academy. It is to our country what Rugby was to England under Arnold."—From Dr. T. W. Warriner, Crewe, Va.

"I deem it worthy of the patronage of any parent."—James Chalmers, Pres. Farmers' National Bank, Salem, Va.

"I know of no Academy of which so much that is desired can be said. I commend it without reserve."—From E. Dillon, Esq., Indian Rock, Va.

"My son has been a pupil at Randolph-Macon Academy, and I have visited the institution several times during the session and carefully examined into its conduct. I consider it the best institution of its class in the South."—From C. V. Winfree, Esq., Lynchburg, Va.

"I have had a son at Randolph-Macon Academy, and have myself spent two weeks consecutively in the institution with him. The order and discipline maintained among the pupils, and the familiar and friendly relations between them and their teachers, make the School a delightful and happy home for all. The excellent fare and comfortable accomodation furnished cause one to wonder at the prices charged. I regard it as the best school in the country."—From John E. Moore, Jackson, N. C.

"After an experience in, and observation of schools for fifty years, I consider Randolph-Macon Academy the best school in all it undertakes to do I know of."—From Capt. Richard Irby, Ashland, Va.

"I am a patron of Randolph-Macon Academy, and have visited it several times during the past session. I know of no school for boys which in mental and moral training is its equal."—From W. C. Ivey, Esq., of Lynchburg, Va.

"As a patron, and after personal examination, I must heartily recommend Randolph-Macon Academy at Bedford City as the very best institution that I have ever known. Students are enthusiastic over the kindness of the teachers and the abundant provision made for their comfort and welfare."—Hon. B. Chambers, Northumberland County, Va.

"Randolph-Macon Academy is the very best constructed, equipped and governed school I know of. It is just the thing we have needed for our boys."—From F. W. Maddux, Fauquier County, Va.

"I have had my son at the Randolph-Macon Academy for the past ten months, and am much pleased. I shall return my son in Septem-

ber, and by January 1st, 1893, will send two more."—W. A. French, Intermont, Va.

"It affords me great pleasure to commend Randolph-Macon to all who have boys to educate. I am pleased with the progress of my son, and of the care taken of him. He will be with you again."—G. V. Litchfield, Abingdon, Va.

"I consider Randolph-Macon Academy an A No. 1, institution in every way. My son has shown marked improvement mentally, morally and physically under its care."—B. Frank Darby, Baltimore, Md.

"The discipline is admirable, the instruction excellent, and of a high grade, the influences thrown around the pupil, moral and Christian to an unusual degree. The faculty is composed of courteous, Christian gentlemen, the buildings are elegant."—Rev. Edward D. Washburn, Bedford City, Va.

"I regard Randolph-Macon Academy the best school in Virginia or any other State. I have patronized it two years and the result is satisfactory in every respect."—B. B. Baggarly, Washington, Rappahannock County, Va.

"As a patron of Randolph-Macon Academy, I am highly pleased with the progress of my son, and heartily recommend it to the public."—J. J. Walker, Bedford City, Va.

"As a patron of the school for the past two years, I have had opportunities to observe the excellence of the discipline and the thoroughness in the teaching at this school, and I commend it to all who have sons to educate."—Jas. R. Guy, Principal of Belmont Seminary, Bedford City, Va.

"Randolph-Macon Academy is my ideal of a school. Its efficient corps of teachers is a sufficient guarantee of its mental and moral worth. I am delighted with the progress of my son."—W. E. Gary, Henderson, N. C.

"As a patron of Randolph-Macon Academy last year, I desire to express my entire satisfaction in every respect with my son's progress, as also with the provision made for the comfort and welfare of the students. I expect to return my son next session."—Alfred Beckley, Fincastle, Va.

"It gives me pleasure to say that the progress of my son in his studies and general deportment has been entirely satisfactory, and far ahead of any school I have ever patronized."—M. P. Farrier, Lewisburg, W. Va.

"My son has spent one year at the Academy. The experience of this one year warrants my unqualified recommendation of the school to every home in the South where there are sons to educate. It has

been most felicitously named 'The Rugby of the South.' "—Hon. Sidney T. Ellis, Exit, Va.

"Randolph-Macon Academy has, in my opinion, no equal in Virginia. Its methods of instruction, its complete course, its honest work by earnest, thorough, and competent teachers cannot be excelled. My youngest son has just finished the fifth and last form, and I have been deeply interested in the school."—Hon. W. W. Berry, Bedford City, Va.

"As a patron of Randolph-Macon Academy I take pleasure in saying that I am well pleased with my son's progress. That I know of no school with better facilities and where more attention is given students by the officers and teachers."—W. B. W. Brooking, Ex-Treas. Goochland County.

"In course of instruction and discipline, I consider Randolph-Macon Academy unsurpassed by any like institution with which I am acquainted."—G. M. Wallace, M. D., Falmouth, Va.

"I have lived in Bedford City ever since Randolph-Macon was established. I have taken some pains to inform myself as to its course of study, and the moral training of the students. The course is a thorough one, and equips the student for the active duties of life or for college, and is most carefully taught. The moral training is most excellent, and I have never seen in all my life a more courteous, well-behaved and polite number of young men and boys than they have had at this school. I know of no preparatory school that I had rather send to than Randolph-Macon Academy. A young man or boy going there will have every advantage—educational, physical and moral."—P. L. Saunders, Mayor, Bedford City, Va.

"I am perfectly satisfied with the progress my son has made at your school."—Mrs. J. C. Thomson, Parkersburg, W. Va.

"I know of no Academy its superior. I heartily commend it without reserve."—W. Hunt, Dalby's, Va.

"No word of mine, in a notice like this, can do adequate justice to Randolph-Macon Academy, as an institution of learning. I take pleasure in recommending it to all concerned."—Rev. S. B. Dolly, Jarrettsville, Md.

"With full knowledge of the methods of instruction and the advantages for the intellectual development of students, as well as the equipment for their physical improvement and comfort at Randolph-Macon Academy, at Bedford City, Va., I am able to say that there is no better school in the land for the preparation of boys for college or University. I am satisfied with the improvement in every respect of

my boy, who was a student at the Academy last session."—Judge Wilbur J. Kilby, Suffolk, Va.

"An experience of three years, during which my son has been a student of your institution, enables me to testify to its excellences in moral training and to its exalted moral standard, a feature of paramount importance, and one in which I believe it to be second to no other Academy in this country."—R. K. Campbell, Bedford City, Va.

"My son, Garnett Smith, has just returned from Randolph-Macon Academy, and I am delighted with his progress. I think your Academy first-class. I am so much pleased that I will return my son at the beginning of the next session."—Mrs. F. G. S. Watts, Five Oaks, Va.

"Randolph-Macon Academy can't be excelled in any particular. I commend it to the public without reserve."—A. Fletcher, Warrenton, Va.

"With the knowledge I have of Randolph-Macon Academy, at Bedford City, I rate it above any similar institution that I know."—Rev. W. F. Davis, Williamsburg, Va.

"I can conscientiously say that the method and curriculum of the Randolph-Macon Academy are unsurpassed."—E. Ball, Norfolk, Va.

"Yours of the 22d inst. to hand. I have carefully observed the inner workings of your school for the past three years, and I unhesitatingly pronounce it one of the best trainers of youth in the South. For comfort and complete equipments, the buildings cannot be surpassed. You have my best wishes for the progress of the school."—Maj. N. D. Hawkins, Bedford City, Va.

"I take pleasure in recommending Randolph-Macon Academy, at Bedford City, Va., to those who have boys to educate. The institution is splendidly officered by a fine corps of teachers. The discipline is first-class, and every safe-guard possible is thrown around the young men and boys who attend this institution. There is no better school in the country."—H. C. Lowry, Commonwealth's Attorney, Bedford City, Va.

"I take pleasure in recommending Randolph-Macon Academy to any mother wishing to know where to place her boy. Mine has done better there than anywhere else. I must say, that, although much opposed to sending my boy away from home, lest he should learn more than I wanted him to learn, yet I am pleased with his progress, and expect to return him in the fall."—Mrs. R. H. Jones, Norfolk, Va.

"I am gratified and well pleased with the progress of my son for the past year at your school; I think it amongst the best. One feature especially impresses me, that is the two study hours from 7 to 9 P. M.,

under direction of one of the Professors."—Wm. E. Saunders, Bryan, Texas.

"The courteous, gentlemanly, and learned faculty under whose management Randolph-Macon Academy is conducted, enable me to commend it with great pleasure to all parents having sons to educate. My son's improvement at said Academy, intelectually, physically and morally, proves it to be of the highest order, second to none. The discipline imposed brings together student and teacher in the most friendly and cordial relations making it a happy and pleasant home for every one."—D. Rhode, Charleston, S. C.

"The system of instruction and the complete arrangement of the building and grounds with reference to comfort, convenience and health, together with the very moderate charges render R. M. Academy one of the most desirable Schools of the whole South; and the development of my son during the past two years, mentally, morally and physically has been very gratifying."—F. Saunders, Evington, Va.

"I am very much pleased, and highly appreciate the progress made by my son at the R. M. A. during the past ten months, and hope to be able to return him next session."—L. C. Haden, Evington, Va.

"As a patron of Randolph-Macon Academy last year, I desire to express my entire satisfaction in every respect with my son's progress. I cheerfully commend the Academy to those having sons to educate, for its plan of mental, moral, physical, social and religious training."—H. B. Roberts, Abingdon, Va.

"A. M. Hughlett, Prin.—Dear Sir—I wish to thank you for the kind attention you have shown my son the past session. I feel that I could not recommend your school too highly, and am sorry that I did not know of it sooner. I feel that you have made an impression on my son's mind, that will last him through life. Yours sincerely,

CLARA E. GARRISON," Wachapreague, Va.

"My son has been at Randolph-Macon Academy for the past nine months. I am delighted with the progress he has made. I think it the very school for boys."—W. E. Moore, Mineral, Appomattox.

"My sons have greatly improved in the last session, and I feel no hesitancy in recommending Randolph-Macon Academy to anyone having sons to educate."—W. T. Dunton, Nassawadox, Va.

"I think Randolph-Macon Academy a first-class school in every respect. I am much pleased with my son's progress there. Knowing Professors Hughlett and Smith to be highly cultured Christian gentlemen, I feel that the morals of my boy are safe in their care. I cordially recommend it to every one who has a son to educate."—A. G. Kelley, Onancock, Va.

"Among the deadliest foes to all accurate and respectable scholarship is the preparatory school as too often conducted. Many a young man spends half his time at college laboriously trying to remove the chaotic mass of intellectual rubbish accumulated during his preparatory years. It is for such reasons as this, that the well arranged course of study, the order and discipline, and the thorough instruction characteristic of Randolph-Macon Academy render it to my mind the most attractive school of our South land. In recommending the Academy to my people, I feel that I am consulting their best interests; and it is my cherished plan to continue my son there to the end of the course."—W. W. Royall, Franklin, Va.

"It affords me much pleasure to commend Randolph-Macon to all parents who have boys to educate. We are very much pleased with the progress our son has made during the past two years he has been there, and especially, appreciate the kindness and good advice given him."—J. B. Jones, Cape Charles, Va.

"I am a patron of Randolph-Macon Academy and do not hesitate to say in its behalf that it is a first-class institution. Its aims are thoroughness of scholarship and mental discipline. I recommend it to the patronage of all who have sons to educate."—W. H. Miles, Atlantic, Va.

"I am very much pleased at the progress my son has made at Randolph-Macon Academy, and can heartily recommend the school to the public."—C. D. Ramsey, Pittsville, Va.

"I am very much pleased with the progress my son has made at Randolph-Macon Academy this year. I consider it a fine school to train boys to study, and heartily recommend it to all who have boys to educate."—J. W. Anthony, Evington, Va.

"I am very much pleased with Randolph-Macon Academy, and consider it an institution worthy of the patronage of those who have sons to educate."—John R. Tankard, Franktown, Va.

Randolph-Macon Academy

Front • Royal, • Virginia.

Randolph-Macon Academy,

FRONT ROYAL, VA.

RANDOLPH-MACON ACADEMY is the Preparatory Department of Randolph-Macon College, Ashland, Va., which for sixty-three years has held a leading position among the institutions of learning in the South. The Academy was established by the Board of Trustees of the College, and is conducted under the supervision of its President. It has just successfully completed its third year, notwithstanding the unprecedented financial embarrassment that has prevailed throughout the year.

In establishing the Academy, the Board, choosing for it the field between the preparatory home school and the real college course, proposes to prepare youths for college or university, under discipline appropriate to their years and maturity, and under the most wholesome moral influences.

Remembering also that a majority cannot or will not prosecute their education to a college degree, and that their entire educational preparation for life will be completed at the Academy, there were added those studies, strictly required for satisfactory entrance at college, such extensions or practical applications of the previous work as will best complete their equipment for business life.

Accordingly, no expenditure of care, effort, or money has been spared to make the Academy as perfect an institution of its kind as possible.

We claim that the result of these conscientious efforts is an institution worthy, in a high degree, of public esteem and patronage.

THE SITE.

The Academy is situated at Front Royal, Va., at the foot of the Blue Ridge Mountains, within half a mile of the Shenandoah River, and in the heart of the famous Valley of Virginia. The town stands at the intersection of the Norfolk and Western Railroad and of the Manassas Branch of that other great railroad system, the Richmond and Danville Railroad. Both the Norfolk and Western Railroad and the Manassas road connect, also, at short distances, with the main line and the Valley Branch of the Baltimore and Ohio Railroad, viz., at Shenandoah Junction and at Strasburg, Va. It is thus easy of access from all directions, and near to a number of large centres of population, being only 78 miles by rail from Washington, D. C.; 118 miles from Baltimore, Md.; 60 miles from Harrisonburg, Va.; 80 miles from Staunton, Va.; 177 miles from Roanoke and Salem, Va., and only 19 miles from Winchester, Va., by private conveyance. The region in which it is situated is one of the finest in the world, both for health and for beauty of scenery, and is rich in historic interest. The grounds comprise eighteen and a-half acres. In their midst, the Academy stands on an eminence, selected for its commanding view of a noble landscape of mountain, river, and valley, and for its complete drainage in every direction, and its abundant supply of fresh, pure air. *Among the students, officers, teachers, servants, etc., in the Academy, there has been but one case of dangerous illness during the three sessions of its existence.* The town of Front Royal, on whose edge it stands, with a population estimated at 2,000, has long been known as the home of an eminently moral and religious population, possessed of much culture and refinement. The same is true of its sister town, Riverton, about a mile and a half away. Both of these towns forbid the licensing of the sale of liquor, and, therefore, have not a single saloon or barroom within their limits. There are churches of various denominations in the town, in which

religious services are held every Sunday. Every Sunday morning each student is required to attend the church preferred by his parents.

THE BUILDING.

Our visitors are invariably struck with surprise and admiration at the building and its site. Our best advertisement is for every one to come and see for themselves. From many commendations received, we select the following testimonials:

Bishop J. S. Key, of the M. E. Church South, says: "It is the most perfect school building I have ever seen." Bishop E. R. Hendrix, says: "I wish to say the same of the building as Bishop Key." The Baltimore *Sun:* "The buildings for the school are perhaps the most imposing of any in the northern part of Virginia." The Baltimore *Episcopal Methodist:* "In our judgment, the whole of the lovely 'Valley of Virginia' could hardly have furnished another spot of equal fitness. The superb building—beyond doubt, the unrivalled Academy of our country, in its symmetry and architectural beauty—could hardly be improved, and no appliance for convenience and comfort has been omitted." The Baltimore *American* calls it "a magnificent building, believed to be the finest Academy building in the South—a credit to the town of Front Royal and an educational advance of great value to the State." And the Richmond *Christian Advocate:* "The splendid pile, surmounting a plateau, commands a horizon embracing matchless and picturesque scenery—the Blue Ridge, the rivers of the Shenandoah Valley, the nooks of mountains, the meadows of the great Valley of Virginia for leagues—till the red clover is fringed by the rim of the circling and shining sky."

The following special features may be noted:

1.—**The Study Hall**, 60 by 65 feet, with 24 feet pitch, with single "Cleveland" desks. Here all recitations are prepared, a teacher presiding to preserve order, and to assist

students in their work, during which no classes are heard in the room. From this hall doors open into eleven recitation rooms.

2.—**The Physical Culture Wing** is a building 40 by 80 feet, containing gymnasium, with "Sargeant" apparatus; bath-roms, with hot and cold water; lockers, etc., all to be in charge of a specially trained director, who conducts the exercises on scientific principles to develop the body of the student, and give it robustness, symmetry, and grace. This is done by a daily gymnastic drill.

3.—**The Water Arrangements** supply hot and cold water throughout the building, fire-plugs and hose reaching to every room on each floor.

4.—**The Heating** is done by steam and fresh warm air is driven by a fan through the house, ventilating as well as heating, by the system adopted in the United States Capitol, at Washington, and considered the best known to our times.

5.—**There is no need of an oil-lamp in the house.** Three hundred and seventy Edison incandescent electric lights illuminate the building throughout. This light is steady and uniform, and has been found, by actual test, to be an excellent one for students. The fact that there will be no smoking wicks or dingy chimneys to strain the pupil's eyesight, nor exploding lamps to endanger his life, is of great interest to parents. There is no need of kerosene or match in the dwelling.

6.—**The Dormitories** are large, airy rooms, with windows and transoms, and each, without exception, *with windows openiug to the air and light outside.* Only two students occupy a room, and each has his separate bed. Infirmary rooms are reserved in suitable places in the house. Each room is furnished with a nice oak set—two single bedsteads, beds and pillows, a bureau, washstand, and chairs. Pupils furnish their own blankets, sheets, pillow-cases, and towels.

7.—**The Dining Hall** is 40 by 60 feet, with pantry and storerooms adjoining, and the kitchen is fitted with the best French range. The fare is abundant and wholesome, and well cooked and served.

8.—**The Young Men's Christian Association Hall,** 41 by 41 feet, is one of the largest and handsomest rooms in the building. It gives this most valuable organization decisive prominence in our school work.

9.—**The Parlor, Reception and Dining Rooms,** on the first floor, sufficient to hold all the students at once, show that their social life is not to be neglected.

THE COURSE OF INSTRUCTION.

This was fixed originally, after the most careful consideration, by the faculty of Randolph-Macon College, assisted by the practical suggestions of able and experienced teachers of preparatory schools. It has since been annually carefully revised by the same faculty, and has received such improvements from time to time as further experience has suggested. *A student who passes an examination here on any subject is entitled to enter the next higher class at College in the same subject, without the further examination required of all other applicants at the College.*

The course embraces:

1. PRIMARY STUDIES—Reading, Writing, Spelling, Geography, English Grammar.

2. HISTORY—United States, England, France, Greece, Rome, Bible History.

3. LANGUAGES—English, Latin, Greek, French, German, (preparatory to college classes).

4. MATHEMATICS—Arithmetic, Algebra, Geometry, Trigonometry.

5. SCIENCE—Physical Geography, and elementary courses in Natural History, Botany, Geology, Physiology, Physics.

6. Arts—Drawing, Elocution.

7. Physical Culture — Sargent System, and Military Drill.

For those who do not propose to enter college, we add: Governmental Science, Surveying (with use of instrument), Commercial Arithmetic and Business Usages, Chemistry, French and German (completed), Political Economy, Psychology.

That these subjects may be taught with entire thoroughness, we require:

1. That each class shall recite daily.

2. That large classes shall be graded, and heard in sections of not more than fifteen pupils.

This policy, of course, requires more teachers, and hence involves more expense, but it is necessary to the best results.

OFFICERS AND TEACHERS.

For the accomplishment of these purposes, the gentlemen selected as instructors are carefully chosen from among many excellent teachers at command, as especially adapted to the work.

In addition, Dr. M. L. Garrison, an able and experienced physician, is engaged to be present each morning, to be consulted by any student who may be indisposed; to attend all cases of sickness in the Academy, and to supervise the sanitary arrangements of the institution. This medical attendance costs each student $2.50 per term, diminishes the apprehensions of parents and teachers, and either prevents serious sickness, or limits the expense of it to $5 a year.

CLASSES AND TEXT BOOKS.

First Form. Orthography.—McGuffey's Speller. Penmanship—Lessons by Instructor. English—Reid and Kellogg's Graded Lessons in English, McGuffey's Fourth Reader

and Selected Classics, Composition. MATHEMATICS—Wells' Academic Arithmetic. GEOGRAPHY—Maury's Manual. HISTORY—Eggleston's United States History. SCIENCE—Bert's First Lessons in Science. PHYSICAL CULTURE—Gymnasium and Drill.

Second Form. ORTHOGRAPHY — McGuffey's Speller. PENMANSHIP—Lessons by Instructor. ENGLISH—Reed and Kellogg's Higher Lessons in English, Selected Readings, Composition. MATHEMATICS—Wells' Academic Arithmetic. HISTORY—Montgomery's England, Church's Bible History. SCIENCE—Maury's Physical Geography, Martin's Briefer Course in Physiology. LATIN—Collar and Daniel's Lessons. ELOCUTION—Vocal Culture and Practical Exercises. PHYSICAL CULTURE—Gymnasium and Drill.

Third Form. ORTHOGRAPHY—Westlake. PENMANSHIP —Lessons by Instructor. English—Lockwood's Lessons in English, Select Readings, Whitney's Essentials. MATHEMATICS—Charles Smith's Elementary Algebra. HISTORY—Myer's Eastern Nations and Greece, Allen's Rome. SCIENCE—Shaler's Elementary Geology, Gray's "How Plants Grow." LATIN—Bingham's Reader, Bingham's Grammar, Exercises. FRENCH (optional)—Whitney's French Grammar, Joyne's French Reader. ELOCUTION. PHYSICAL CULTURE —Gymnasium and Drill.

Fourth Form. ETYMOLOGY—Swinton's Word Analysis. PENMANSHIP—Lessons by Instructor. ENGLISH—Genung's Outlines of Rhetoric, Meiklejohn's Literature, Selected Classics. MATHEMATICS—Euclid's Elements of Geometry. HISTORY—Smith's Bible History. SCIENCE—Gage's Physics. LATIN—Cesar, Bimgham's Grammar, Exercises. GREEK (optional)—Harkness' First Greek Book, Calvert's School Readings in Greek. GERMAN—Whitney's Brief German Grammar, Whitney's German Reader. French (optional)—Tableaux de la Revolution Francaise, Le Romantisme Francais. PHYSICAL CULTURE—Gymnasium and Drill.

Fifth Form. ENGLISH—Genung's Complete Rhetoric, Genung's Rhetorical Analysis, Three plays of Shakespeare. GERMAN—Whitney's Grammar, Selections from Schiller, Scheffel, etc. LATIN—Cicero's Orations, Virgil's Æneid, Gildersleeve's Latin Grammar, Exercises. MATHEMATICS—Crittenden's Commercial Arithmetic, Todhunter's Algebra, Bartol's Solid Geometry. Peck's Determinants. SURVEYING with use of instruments. PSYCHOLOGY—Steele's Rudimentary Pschology. SCIENCE—Remsen's Elementary Chemistry and Laboratory Manual. POLITICAL ECONOMY—Walker's Elementary Course. GOVERNMENTAL SCIENCE AND BUSINESS USAGES—Young's Governmental Class Book. REVIEW of subjects in other forms, in which the student is deficient or desires to attain special proficiency.

SOCIETIES.

The Henry Grady Literary Society, organized among the students, offers incentives and presents opportunities for the acquisition of skill in public speaking. Medals and public honors are awarded on the public day at the close of the session.

A branch of the College Young Men's Christian Association has been organized and successfully conducted in the school. Regular meetings are held twice every week. The work of the Association has been most successful and beneficial in the highest degree to the students.

DISCIPLINE.

The discipline will be that of the kind authority of a parent over his family. We would rather rule by love than by force. Yet the discipline must be firm, based on strong and clear convictions of right, without which no school deserves to succeed. The rules of the Randolph-Macon Academy are few, and only such as are necessary to the well being and success of the student. When made, they are enforced with impartial certainty. Formal rules are not to be relied upon for the

regulation of moral conduct. The broad general principle that every student is to be a young gentleman of honor, truthfulness, and absolute honesty is insisted upon. To develop and foster this spirit among the students, to make the moral atmosphere not only wholesome, but invigorating and uplifting, is the first and greatest aim of the Principal and his associates. If any pupils are found to be obstacles to this result, earnest efforts will be directed to their reformation, but not to be long continued if satisfactory results do not show themselves. The contamination of many is not to be risked for the sake of one, and a vicious or idle pupil, who cannot be moved to honest effort at self-improvement in a few weeks after his entrance, must be returned to his home, where his influence may be less injurious. Brilliant success will not be demanded of pupils, but honest effort will be insisted upon.

Hazing is absolutely forbidden, and, with drinking, is punished by dismissal. A full supply of pocket money is very demoralizing; only a limited amount should be allowed. Students unknown to the Faculty must give satisfactory reference of good character before they can be admitted.

Lest any one should be overlooked, each teacher has special oversight of a portion of the pupils, and is responsible for their diligence in study and propriety of conduct.

Reports of the conduct and progress in study of the students are sent to their parents or guardians at stated periods during the session.

Students are required to be present at family prayers morning and night, and also to attend, on Sunday morning, the church preferred by their parents.

As the diet of students has much to do with their health and their capacity for study, parents and guardians are earnestly requested not to send boxes containing rich food, or perishable food that must be eaten quickly, except, perhaps, on very rare occasions. The sedentary life of students is unfavorable to the digestion of such food, and it is, therefore, very unsuitable for them, even in small quantities.

Catalogue.

Session of 1894–'95.

Officers and Teachers.

W. W. SMITH, A. M., LL. D.,
(President Randolph-Macon College.)

PRINCIPAL:
REV. B. W. BOND, D. D.

INSTRUCTORS:
CHAS. L. MELTON, A. M.

HALL CANTER, A. B.

J. F. BLACKWELL,

H. H. SHERMAN, Ph. B., A. M.

E. S. BLACKWELL,
(Graduate R. M. College and University of Va.; Late Assistant Principal Bethel Academy.)

MISS VIRGINIA MASSIE,
(Prof. Eli R. Lamb's School, Baltimore, Md.)

WM. M. BLANCHARD, A. B.

DIRECTOR OF PHYSICAL CULTURE:
H. H. SHERMAN, A. M.

PHYSICIAN:
M. L. GARRISON, M. D.

MATRON:
MRS. R. F. STRINGER.

HOUSEKEEPER:
MISS S. L. MORAN.

ROLL OF STUDENTS.

SESSION, 1894-'95.

Student.	Parent or Guardian.	State.
Atkins, Hampson S.	Mr. Geo. P. Atkins.	Virginia.
Ash, Lynn	Mr. Geo. E. Ash	Virginia.
Armstrong, Harry F.	Mr. H. G. Armstrong.	Dist. Columbia.
Armstrong, Harry S.	Mr. V. S. Armstrong.	West Virginia.
Anderson, Raymond C.	Mr. J. P. Slyer.	West Virginia.
Amiss, Harry T.	Mr. G. W. Amiss.	Virginia.
Arbogast, Wardell H.	Major J. C. Arbogast.	West Virginia.
Bond, Beverly W., Jr.	Rev. B. W. Bond.	Virginia.
Bond, Frank M	Rev. B. W. Bond.	Virginia.
Burruss, Harry W.	Mr. H. L. Burrruss.	Maryland.
Bishop, James H.	Mr. M. E. Bishop.	Virginia.
Bowman, George H.	Mr. Geo. H. Bowman.	Virginia.
Bradford, George L.	Mrs. A. M. Bradford.	Virginia.
Becker, Stanley	Mr. Louis Becker.	Maryland.
Boyd, Walter E.	Rev. J. H. Boyd.	Virginia.
Blackwell, Robert E.	Mr. R. A. Blackwell.	Virginia.
Birch, George C.	Mr. Jos. E. Birch.	Virginia.
Barrett, Harry R.	Mrs. M. A. Barrett.	Dist. Columbia.
Cobb, Norvell H.	Miss E. S. Jones.	Dist. Columbia.
Clements, Merrick	Mr. Alday Clements.	Maryland.
Clements, David A.	Mr. Alday Clements.	Maryland.
Conrad, Charles E.	Mr. Ed. S. Conrad	Virginia.
Cunningham, William S.	Mr. Jos. L. Cunningham.	West Virginia.
Carpenter, W. Raymond.	Mr. J. W. Carpenter.	Maryland.
Cannon, Charles H.	Mr. C. D. Cannon.	Maryland.
Cordell, Malcolm V.	Mr. E. V. Cordell.	Virginia.
Dillon, Lester J.	Mr. J. A. Dillon.	Virginia.
Donnally, Charles W.	Dr. W. Donnally.	Dist. Columbia.
Downing, S. Byrne.	Hon. H. H. Downing.	Virginia.
Downing, Bedford M.	Hon. H. H. Downing	Virginia.
Downing, Hitch.	Mr. J. A. Downing.	Virginia.
Duganne, Charles G.	Mr. A. D. Duganne.	Dist. Columbia.
Disosway, Wilbur F.	Miss D. A. Disosway.	New York.
Embree, Lawrence.	Mr. E. L. Embree.	Virginia.
Evans, Newman C.	Mr. J. H. Evans.	Maryland.
Fairburn, Charles W.	Mr. Simon Fairburn.	Mexico.

Student.	Parent or Guardian.	State.
Fairburn, John W.	Mr. H. A. Fairburn	Virginia.
Fishburne, J. Blair	Mr. R. H. Fishburne	Virginia.
Finley, Charles D.	Mrs. J. McElfresh	Dist. Columbia.
Fletcher, William G.	Mr. Willie Fletcher	Virginia.
Griffin, Daniel W.		Virginia.
Green, Alex. Gibson	Mr. Jas. R. Green	Virginia.
Graves, Edward C.	Mr. Edward Graves	Dist. Columbia.
Graves, Huntley V.	Mr Edward Graves	Dist. Columbia.
Hall, James E.	Dr. J. W. Hall	West Virginia.
Hulfish, Raymond	Mr. G. A. Hulfish	Virginia.
Hulfish, William W.	Mr. North Hulfish	Virginia.
Hevener, William	Mrs. L. Hevener	Virginia.
Hevener, Jacob	Mrs. L. Hevener	Virginia.
Hoffman, Taylor	Mr. W. A. Hoffman	Virginia.
Henry, William E.	Rev. E. H. Henry	Maryland.
Hammond, William W.	Rev. Wesley Hammond	West Virginia.
Humphrey, Wade R.	Mr. Wm. L. Humphrey	Virginia.
Hurlock, Wilbur W	Mr. S. R. Hurlock	Maryland.
Hess, Aubrey F	Mr. John A. Hess	Virginia.
Hollingsworth, Jesse	Mr. C. T. Hollingsworth	Maryland.
Johnson, Albanus T. S	Mr. A. L. Johnson	Dist. Columbia.
Johnson, Alward L.	Mr. A. L. Johnson	Dist. Columbia.
Jarrell, W. Frank	Mr. W. E. Jarrell	Maryland.
Jacobs, John R.	Mr. A. R. Jacobs	Virginia.
Kline, Howard W.	Mr. W. L. Kline	Virginia.
Kinzer, J. Marvin	Rev. H. W. Kinzer	Virginia.
Kinzer, A. Worth	Rev. H. W. Kinzer	Virginia.
Kidner, Gracen D	Mr. Jos. W. Kidner	West Virginia.
Littlejohn, Forrest C.	Mrs. J. D. Littlejohn	Virginia.
Laird, John C.	Rev. A. F. Laird	Virginia.
Lyons, P. Douglas	Mrs. B. M. Lyons	Maryland.
Macatee, Harry C.	Mr. C. A. Macatee	Virginia.
Menefee, Carroll	Mr. H. L. Menefee	Virginia.
Miller, Jacob H.	Mr. J. G. H. Miller	Virginia.
Murrill, Howard A.	Mr. S. S. Murrill	Virginia.
Moreland, Dorie H.	Mr. Wm. Moreland	West Virginia.
Mallonee, James W.	Mr. W. S. Mallonee	Maryland.
Melville, W. Arthur B.	Rev. Wm. Melville	Maryland.
Mendez, Stanley A.	Mr. D. H. Mendez	Jamaica.
Marston, David O.	Mr. J. L. Marston	Virginia.
Norris, William E.	Mr. Jos. L. Norris	Virginia.
Newman, Wilbur L.	Hon. E. D. Newman	Virginia.
Nesbitt, Edgar D.	Mr. E. M. Nesbitt	Virginia.
Nunnally, Arthur V.	Mr. W. C. Rice	Virginia.
Nevitt, Robert K.	Rev. F. G. Nevitt	Maryland.

Student.	Parent or Guardian.	State.
Pattie, Harry	Mr. Thos E. Pattie	Virginia.
Pierce, George F.	Mr. Lovick Pierce	Georgia.
Persinger, David W	Mrs. M. E. Martin	Virginia.
Piggott, J. Burr	Mr. John Piggott	Virginia.
Pancake, William A	Mrs. M. J. Pancake	Texas.
Pancake, Joseph R	Mrs. M. J. Pancake	Texas.
Reeves, Thomas R	Mr. J. T. Reeves	Virginia.
Ross, Raymond R	Mr. F. T. Ross.	Virginia.
Rees, Samuel S	Mr. James B. Rees	West Virginia.
Reading, William M	Mr. Jos. Reading,	Maryland.
Ringer, Josiah J	Mr. Josiah Ringer	Pennsylvania.
Stringer, E. Roulett	Mrs. R. F. Stringer	Maryland.
Stringer, W. Taylor	Mrs. R. F. Stringer	Maryland.
Sowers, W. Turner	Mr. J. E. Sowers	Virginia.
Smith, William N	Mr. W. N. Smith	Virginia.
Sanders, Hartley P	Rev. W. H. Sanders	Virginia.
Stoddard, John	Mr. H. M. Stoddard	Georgia.
Southall, Ashton C	Mr. Wm. Southall	Virginia.
Sparks, T. Eugene	Mr. T. P. Sparks	Texas.
Sencindiver, Charles L.	Mrs. Jas. M. Sencindiver.	West Virginia.
Sisson, Hugh J.	Mr. Hugh Sisson	Maryland.
Turner, Mark B	Hon. S. S. Turner	Virginia.
Trenis, Lemuel W.	Mr. B. F. Trenis	Virginia.
Thompson, Holland D	Mr. J. W. Thompson	West Virginia.
Tarbutton, Carroll	Mr. Geo. H. Tarbutton	Maryland.
Thomas, Richard M	Hon. J. L. Thomas	Missouri.
Timberlake, Richard H.	Mr. Jno. S. Timberlake.	Virginia.
Weaver, David W	Mr. F. K. Weaver	Virginia.
Weaver, Charles H.	Mr. F. K. Weaver:	Virginia.
Weaver, William C	Mr. W. C. Weaver	Virginia.
Wilkins, William T	Capt. Jno. T. Wilkins	Virginia.
Williamson, J. Carrell.	Mrs. M. Williamson	West Virginia.
Waller, Gardner	Mr. N. S. Waller	Virginia.
Williams, J. Marvin	Rev. J. T. Williams	Virginia.
Zimmerman, John M.	Mr. M. Zimmerman	Virginia.

Virginia	64
West Virginia	12
District of Columbia	10
Maryland	20
Georgia	2
Pennsylvania	1
New York	1
Missouri	1
Texas	3
Mexico	1
Jamaica	1
Total	116

DISTINCTION ROLL FOR CONDUCT.

From such students as have never been off the roll of honor for conduct during the entire session, but who are not yet eligible to the Guard of Honor, selections are made for this roll of those who otherwise, by their diligence, promptness, obedience, etc., are adjudged to be worthy. A blue ribbon is given them, to be worn as a mark of distinction, but no pledge is required.

Bowman, Geo.	Humphrey, W. R.	Weaver, C. H.
Cunningham, W. S.	Bond, F. M.	Evans, C. N.
Downing, S. B.	Kline H. W.	Embree, L.
Hevener, J.	Sanders, H. P.	Disosway, W. F.
Hammond, W. W.	Weaver, D. W.	

GUARD OF HONOR.

The Guard of Honor is selected from among those students who have both reached a certain degree of maturity in age or in their advancement in studies, and who have been upon the rolls of honor for conduct and for studies throughout the session. Certain privileges are annexed to the distinction, and a badge given, to be retained by them so long as they continue upon the roll. In return, they sign a pledge to always observe the regulations of the Academy and to promote its interests.

Kinzer, A. W.	Thompson, H. D.	Bond, B. W., Jr.
Menefee, C.	Piggott, J. B.	Stringer, E. R.
Persinger, D. W.	Finley, C. D.	Bradford, G. L.
Nunnally, A. V.	Southall, A. C.	Macatee, H.
Fairburn, J. W.	Trenis, L. W.	Ross, R. R.
Timberlake, R. H.	Fishburne, J. B.	Griffin, D. W.
Green, A. G.	Fletcher, W. G.	Ringer, J. J.
Stoddard, J.	Turner, M. B.	Clements, M.
Reeves, T. R.	Blackwell, R. E.	Cannon, C. H.
Murrill, H. A.	Burruss, H. W.	

FIRST HONOR MEN.

These are selected from those who have made an average of ninety-seven on all their studies throughout a full session, and have also made distinctions in not less than five subjects, two of which must be of the Fourth Form, and who also have never been off the First Roll of Honor for conduct, nor received more than five demerits or any considerable number of minor penalties during the entire season. The following gentlemen are entitled to this high distinction for the season of 1894-'95:

Clements, M.	Macatee, H. C.	Nunnally, A. V.
Bradford, G. L.	Blackwell, R. E.	Ross, R. R.

MEDALISTS.

Debater's Medal, - - - -	H. C. Macatee.
Orator's Prize, - - - -	H. A. Murrill.
Declaimer's Prize, - - -	H. W. Burruss.

SCHOLARSHIP PRIZES.

For this session two prizes were offered, the first by Mr. Geo. R. Hill, of Alexandria, Va., for the best "all-around" student, consisting of $75.00 in Tuition Fees at either the Academy, or at Randolph-Macon College; the second, by another gentleman, of a copy of Worcester's Unabridged Dictionary for the second best student. The following gentlemen won these prizes:

First Prize, - - - - -	Ross, R. R.
Second Prize, - - - -	Bradford, G. L.

EXPENSES.

For matriculation, board, light and heating, per term, or half session, $103.75; for washing, $6.25 for the half session, and for the use of the gymnasium, for which all students are charged, $2.50 more for the same time. A fee of $2.50 per term gives to

the student the privileges of the physician's services as much as may be needed during the term or half session.

☞ *Students for the ministry of any Evangelical Church, and sons of ministers of Conferences contributing to the funds of Randolph-Macon College, pay $77.50 per Half Session for the same privileges.*

All charges are payable in advance.

Drawing and music at professors' prices.

As the institution was not established to make money, it has been the aim of the Board of Trustees to reduce the expenses as much as possible consistently with the necessary cost to them of the very unusual advantages offered, and accordingly, at their last meeting, they directed that to all full-pay students a discount of 8 per cent. upon the total charges for the whole session should be allowed upon the prompt payment of the charges for the second half session at the beginning of that half session (the charges for the first half session having been paid also as required). But in no other cases is the discount to be allowed.

That we are able to offer these exceptional advantages at such prices is due to the following facts:

1. We have no dividends to pay to stockholders on the $100,000 in the plant. The contributions to build the Academy have been without condition.

2. We have no taxes to pay—county, town, or State.

3. The officers and teachers are working for a noble purpose, in which their hearts are enlisted, and are willing to do much work for moderate salaries, to place the facilities of the school within reach of the greatest possible number.

Our aim is not to make money, but to establish a great school, and to do the greatest possible good to the largest possible number. We hope to see many benevolences in the form of free scholarships, free libraries, and endowed aids of all sorts gather around the Academy to multiply its advantages and place them within reach of all. We shall be glad to become the dispenser of the benefactions of such friends of education as appreciate our enterprise.

Students are received for not less than a term or half session, except by special arrangement, and no rebate is made for

absences, except in cases of illness protracted for at least half the term or half session. In such cases the certificate of the attending physician that the student was unable to attend school on account of his illness must be presented, and a proportionate rebate for board and washing for the time lost will be made.

The session will begin Wednesday, September 25th, and continue thirty-seven weeks. Regular holidays are as follows: One day on Thanksgiving Day; at Christmas, from the day before Christmas Day to January 2d, inclusive, and two days at Easter. In order that officers and teachers may also enjoy the holiday, it is necessary that they shall not be charged with the care of students during the Christmas holidays, and students therefore will be expected not to remain at the Academy at that time, unless in special cases and by previous arrangement.

BOOKS AND STATIONERY.

Will be furnished at the publisher's prices. To reduce this expense as much as possible, the student should bring with him all the school-books he may have which are likely to be of use.

CLOTHING, ETC.

Ordinary school clothing should be warm, strong, and inexpensive. Gymnastic suits for exercise will be bought for students at wholesale cost by the Director of Physical Culture Department. *No clothing will be received for the weekly wash which is not plainly marked with the owner's name.*

Each student occupies a bed to himself, and should bring with him two pairs of sheets, blankets and bedspread, of suitable size for a single bed; also, one pair of pillow slips, towels, and a clothes bag.

Those who prefer to do so can purchase these articles at Front Royal on their arrival.

For further information, address

B. W. BOND,

FRONT ROYAL, VA.

THE

Randolph-Macon System

OF

Colleges and Academies.

I. RANDOLPH-MACON COLLEGE,
ASHLAND, VA.
Chartered 1830. Opened 1832.

II. RANDOLPH-MACON WOMAN'S COLLEGE,
LYNCHBURG, VA.
Opened 1893.

III. RANDOLPH-MACON ACADEMY,
BEDFORD CITY, VA.
Opened 1890.

IV. RANDOLPH-MACON ACADEMY,
FRONT ROYAL, VA.
Opened 1892.

Catalogue for 1895-1896.

Announcements for 1896-1897.

LYNCHBURG, VA.:
J. P. Bell Company, Book, Job and Commercial Printers.
1896.

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The Randolph-Macon System.

The Randolph-Macon System of Colleges and Schools comprises now four institutions: (1) Randolph-Macon College, at Ashland, Va., chartered in 1830; (2) Randolph-Macon Academy, at Bedford City, Va., established in 1890; (3) Randolph-Macon Academy, at Front Royal, Va., established in 1892; and (4) Randolph-Macon Woman's College, at Lynchburg, Va., established in 1893.

These four institutions are owned by one self-perpetuating Board of Trustees, chartered by the State of Virginia, which has been entrusted by public-spirited Christian men and women with nearly three-quarters of a million dollars for the purpose of providing the best facilities for the education of young men and women under Christian influences. It is not sought or desired to influence the denominational preferences of students, but the officers in charge consider themselves under obligations to conform to the moral standards and religious usages of the Methodist Episcopal Church, South, under whose auspices the institutions were established. These schools and colleges are the contribution of that Church, and of other patrons of Christian education who have confidence in its administration of such trusts, to the uplifting of the world by this means. The work is entirely benevolent. There are no stockholders, nor are the executive officers or any others financially interested. The funds donated for the purpose are applied to the best advantage for the making of noble men and women, and not to make money for any one. Any surplus of receipts is at once applied to improving the facilities or enlarging the corps of instructors.

The following pages will furnish detailed information concerning each of the institutions.

BOARD OF TRUSTEES.

PRESIDENT—BISHOP A. W. WILSON, D. D.
FIRST VICE-PRESIDENT—REV. R. N. SLEDD, D. D.
SECOND VICE-PRESIDENT—REV. SAMUEL RODGERS, D. D.*
RECORDING SECRETARY—REV. PAUL WHITEHEAD, D. D.

		ELECTED.
RICHARD IRBY	Ashland, Va	1854
BISHOP JOHN C. GRANBERY	Ashland, Va	1865
REV. ALEX. G. BROWN, D. D	Ashland, Va	1871
BISHOP ALPHEUS W. WILSON	Baltimore, Md	1871
REV. WILLIAM W. WALKER	Oldham's Cross Roads, Va	1871
*REV. WILLIAM H. CHRISTIAN	Bedford City, Va	1874
REV. PAUL WHITEHEAD, D. D	Richmond, Va	1875
JAMES B. PACE	Richmond, Va	1876
REV. R. N. SLEDD, D. D	Richmond, Va	1877
LEROY S. EDWARDS	Richmond, Va	1877
RICHARD B. DAVIS	Petersburg, Va	1877
REV. JOHN J. LAFFERTY, D. L	Crozet, Va	1879
REV. P. H. WHISNER, D. D	Staunton, Va	1879
LOUIS L. MARKS	Petersburg, Va	1880
REV. J. S. HUTCHINSON	Baltimore, Md	1882
REV. S. K. COX, D. D	Winchester, Va	1882
REV. W. E. JUDKINS, D. D	Ashland, Va	1883
JOHN P. BRANCH	Richmond, Va	1883
C. V. WINFREE	Lynchburg, Va	1883
WILBUR J. KILBY	Suffolk, Va	1883
E. S. CONRAD	Harrisonburg, Va	1885
P. V. D. CONWAY	Fredericksburg, Va	1886
REV. J. LESTER SHIPLEY	Gardenville, Md	1887
REV. RICHARD FERGUSON	Amelia Courthouse, Va	1887
E. B. PRETTYMAN	Baltimore, Md	1887
REV. S. S. LAMBETH, D. D	Churchland, Va	1888
REV. J. D. HANK	Norfolk, Va	1888
J. P. PETTYJOHN	Lynchburg, Va	1888
A. S. BUFORD	Richmond, Va	1888
F. M. WHITEHURST	Norfolk, Va	1888
E. D. NEWMAN	Woodstock, Va	1888
REV. J. P. GARLAND, D. D	Norfolk, Va	1891
F. H. CHALMERS	Salem, Va	1891

* Deceased.

		ELECTED.
Rev. B. F. Lipscomb	Danville, Va	1892
Rev. J. W. Duffey	Winchester, Va	1892
G. R. Hill	Alexandria, Va	1892
E. E. Jackson	Salisbury, Md	1892
Rev. W. E. Edwards, D. D	Danville, Va	1894
R. W. Peatross	Danville, Va	1894
John A. Robinson	Patterson's Depot, W. Va	1894
Geo. B. Finch	Boydton, Va	1894
Rev. J. E. Armstrong	Baltimore, Md	1895
Rev. David Bush	Front Royal, Va	1895
Robt. Magruder	Arlington, Md	1895

OFFICERS OF THE SOCIETY OF ALUMNI.

George B. Finch	Boydton, Va	*President.*
*Thos. H. Bagwell	Norfolk, Va	*First Vice-President.*
Rev. C. D. Harris	Baltimore, Md	*Second Vice-President.*
Prof. R. E. Blackwell	R.-M. College	*Cor. Sec. and Treasurer.*
Prof. R. B. Smithey	R.-M. College	*Recording Secretary.*

Orator for June, 1896, Rev. W. H. Atwill, Norfolk, Va.

* Deceased.

OFFICERS OF INSTRUCTION AND ADMINISTRATION

WILLIAM W. SMITH, A. M., LL. D.,
PRESIDENT.

I. RANDOLPH-MACON COLLEGE, ASHLAND, VA.

JOHN A. KERN, D. D.,
Vice-President.

ROBERT EMORY BLACKWELL, A. M.,
Professor of English and French.

ROYALL BASCOM SMITHEY, A. M.,
Professor of Pure and Applied Mathematics.

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Professor of Moral Philosophy and the English Bible.

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C. M. KILBY,
Instructor in Mathematics.

A. S. THOMPSON,
Director of the Department of Physical Culture.

RICHARD IRBY,
Secretary and Treasurer.

D. S. ELLIS, M. D.,
College Physician.

REV. W. E. JUDKINS, D. D.,
Chaplain.

II. RANDOLPH-MACON WOMAN'S COLLEGE.

LYNCHBURG, VA.

WILLIAM W. SMITH, A. M., LL. D.,
PRESIDENT.

F. W. MARTIN, M. S., PH. D.,
VICE-PRESIDENT.

R. H. SHARP, JR., M. A.,
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JOSEPH L. ARMSTRONG, A. M.,
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F. W. MARTIN, M. S., PH. D.,
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Professor of French.

MISS LOUISE J. SMITH (Julien Academie, Paris),*
Professor of Art.

BERNHARD GUTMANN (Royal Academie Düsseldorf),
Professor of Art.

MRS. W. M. STROTHER, A. B.,
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CHARLES W. LANDON,
Director of Music.

LOUIS SCHEHLMANN,
Professor of Vocal Music.

WM. S. ADAMS,
Professor of Instrumental Music.

MISS ALICE HARGROVES,
Director of Physical Culture.

MISS REBECCA FRANTZ,
Assistant in Instrumental Music.

*On leave of absence in Paris.

MISS MAY E. SMITH,
Assistant in Instrumental Music and Harmony.

MISS ADA E. MAPP,
Assistant in English.

MISS ALICE HARGROVES,
Assistant in Mathematics.

REV. R. M. SAUNDERS,
Secretary and Treasurer.

A. W. TERRELL, M. D.,
College Physician.

MRS. JOHN DAVENPORT BLACKWELL,
Matron.

MRS. V. E. SIMPSON,
Housekeeper.

III. RANDOLPH-MACON ACADEMY, BEDFORD CITY, VA.

PRINCIPALS:

A. M. HUGHLETT, A. M.
E. SUMTER SMITH (Grad. Univ. Va.)

INSTRUCTORS:

BOLIVAR C. NETTLES, A. B.
GEORGE W. RUSSELL, A. M.
IRVING HALL BLACKWELL, A. B.
JOHN ELLIOTT WAMSLEY, A. M.
CHARLES GRAHAM EVANS, A. B.
MRS. A. M. HUGHLETT.
(Music.)

DIRECTOR PHYSICAL CULTURE:

BOLIVAR C. NETTLES, A. B.

PHYSICIAN:

R. G. O'HARA, M. D.

MATRON:

MRS. M. A. LUCKETT.

CATERER:

J. GORDON SMITH.

IV. RANDOLPH-MACON ACADEMY, Front Royal, Va.

PRINCIPAL:

Rev. B. W. BOND, D. D.

INSTRUCTORS:

CHAS. L. MELTON, A. M.
J. F. BLACKWELL, A. B.
H. H. SHERMAN, Ph. B., A. M.
ERNEST L. WOOLF, A. B.
WM. M. BLANCHARD, A. B.

DIRECTOR OF PHYSICAL CULTURE:

H. H. SHERMAN, A. M.

PHYSICIAN:

M. L. GARRISON, M. D.

MATRON:

Mrs. R. F. STRINGER.

CATALOGUE OF MATRICULATES.

1895–96.

1. Randolph-Macon College, Ashland, Va.

WITH NUMBER OF SESSIONS ATTENDED.

NAME.	POST-OFFICE.	STATE.	
Adams, Eleazar Tarrant, Jr.	Berkley	Virginia	2
Allen, John Stephen	Spring Garden	Virginia	4
Anderson, Walter Sewall	Academy	West Virginia	3
Barnett, D'Arcy	Dailsville	Maryland	1
Bell, William Solon	Lynchburg	Virginia	1
Bennett, N. A.	Ashland	Virginia	2
Best, William Hinkle	Frederick	Maryland	3
Blackwell, John Frank	Front Royal	Virginia	4
Blackwell, Karl Sigismund	Broad Run	Virginia	1
Blincoe, A.	Ashland	Virginia	2
Booker, George Edward, Jr	Ashland	Virginia	2
Booker, W. T.	Abingdon	Virginia	1
Booth, Benjamin Saunders	Petersburg	Virginia	3
Bowen, Tennyson Crane	Bowen's	Maryland	3
Boyd, Stephen Decatur, Jr.	Leesburg	Virginia	3
Boyle, William Veitch	Hyattsville	Maryland	4
Bradford, George Lafayette	Flint Hill	Virginia	1
Brubaker, E. W.	Marksville	Virginia	2
Burch, William G.	Martinsville	Virginia	1
Burruss, Frank	Penola	Virginia	5
Burruss, Harry William	Baltimore	Maryland	1
Campbell, F. C.	Ashland	Virginia	1
Campbell, Horace	Edinburg	Virginia	2
Campbell, T. M.	Ashland	Virginia	1
Carpenter, W. R.	Baltimore	Maryland	1
Carter, Samuel Redd	Ashland	Virginia	3
Chalkley, Adoniram Judson	Ashland	Virginia	2
Chalkley, John William	Ashland	Virginia	3
Christian, Henry Asbury, A. M.	Lynchburg	Virginia	4
Clayton, John Kerr	Lawrenceville	Virginia	3
Clements, Merrick	Engleside	Maryland	1
Colonna, William Briggs	Boykins	Virginia	3
Cooper, Henry O'Brien	Culpeper	Virginia	3
Cornett, Glenn Copenhaver	Elk Ridge	Virginia	2
Danne, William Scott	Travilians	Virginia	3
Darden, Julius Cæsar	Suffolk	Virginia	1
Davis, Carl Hall	Petersburg	Virginia	1

NAME.	POST-OFFICE.	STATE.	
Davis, Henry Woodhouse	Ivor	Virginia	1
Davis, Joseph Sampson	Williamsburg	Virginia	2
Dolly, David Hough	Catlett	Virginia	1
Dolly, James C., A. B.	Danville	Kentucky	
Drewry, Patrick Henry	Petersburg	Virginia	4
Dulin, John Henry	Leesburg	Virginia	2
Eason, James LaSalle	Hickory	Virginia	2
Edwards, William Emory	Petersburg	Virginia	4
Eure, John Walter	Gatesville	North Carolina	7
Eutsler, Robert L	Mt. Meridian	Virginia	2
Fitzpatrick, F. Burke	Bedford City	Virginia	1
Fleming, William Bowden	Ashland	Virginia	2
Fletcher, Howard, A. B.	Warrenton	Virginia	
Garland, Richard C.	Olo	Virginia	1
Granbery, John C., Jr	Ashland	Virginia	
Greene, Curtis Marvin	Windsor	Virginia	1
Green, James T	Petersburg	Virginia	1
Harnsberger, Alfred Lewis	Elkton	Virginia	1
Harry, John Courtenay	Richmond	Virginia	2
Hatcher, Richelieu	Chester	Virginia	2
Herndon, John Gilchrist, A. B.	Ashland	Virginia	
Hilbert, Frederick William	Baltimore	Maryland	6
Hill, David Spence	Kansas City	Missouri	3
Hill, Frank Raymond	Academy	West Virginia	2
Homes, Charles Francis	Boydton	Virginia	3
Jones, Charles Pinckney, Jr	Monterey	Virginia	3
Jones, Edward Bunker	Monterey	Virginia	2
Jones, W. L.	Saluda	Virginia	1
Jordan, Carl M.	Chase City	Virginia	1
Jordan, J. Woode	Ashland	Virginia	4
Jordan, Wallace Pell	Chase City	Virginia	2
Kelly, Charles G.	Onancock	Virginia	1
Kern, Alfred Allan	Ashland	Virginia	2
Kern, LeRoy Eskridge	Ashland	Virginia	2
Kerr, Henry Drewry	Ashland	Virginia	3
Kilby, Bradford	Suffolk	Virginia	3
Kilby, Clinton Maury	Suffolk	Virginia	4
Lancaster, Thomas Leitch	Ashland	Virginia	1
Lear, J. Merritt	Manchester	Virginia	1
Licklider, Albert Harp	Norfolk	Virginia	2
McCartney, John Elliott	Richmond	Virginia	5
McSparran, Francis Blackwell	Gum Spring	Virginia	1
McCulloch, James E.	Roanoke	Virginia	1
Marks, Richard Harrison	Garysville	Virginia	4
Messick, J. Fred	Allen	Maryland	1
Morgan, Richard Davis	Petersburg	Virginia	1
Mullen, James	Petersburg	Virginia	3
Murphy, William L.	Oceana	Virginia	1

NAME.	POST-OFFICE.	STATE.	
Neville, George Lemuel, Jr.	Portsmouth	Virginia	1
*Newbern, Julian	Powell Point	North Carolina	2
Norris, S.	Ashland	Virginia	2
Nunnally, Arthur Valentine	Manchester	Virginia	1
Odell, Edson Kinney	Norfolk	Virginia	1
Peerman, Ernest Leslie	Rustburg	Virginia	4
Peters, John Marvin	Norfolk	Virginia	1
Piggott, John B.	Hughesville	Virginia	1
Poindexter, John Samuel	Forest Depot	Virginia	3
Robertson, John Henry	Lynchburg	Virginia	4
Robertson, N. H., A. B.	Franktown	Virginia	
Ross, Raymond Richard	Trappe	Virginia	1
Runnells, Arthur McKay	Oceana	Virginia	1
Rucker, Marvin Pierce	Manchester	Virginia	2
Scott, Neil Courtice	Richmond	Virginia	2
Shipley, J. A. G.	Nashville	Tennessee	
Shultice, Waverly Apperson	Piedmont	West Virginia	2
Simpson, Frank Allen	Newport News	Virginia	1
Smith, E. Percy	Bethel	Virginia	2
Smith, Hampden Harrison	Salisbury	Maryland	3
Smith, John Henry Anderson	Tazewell	Virginia	1
Smith, Taylor Garnett	Tazewell	Virginia	1
Smithey, Marvin Edward	White Plains	Virginia	3
Southall, Ashton Conway	Elkton	Virginia	1
Switzer, Boyd Valentine	Mt. Crawford	Virginia	3
Talbott, B. Erle	Chaneyville	Maryland	1
Thompson, A. S.	Lynchburg	Virginia	1
Tomkies, Neal Fleming	Tallahassee	Florida	2
Trotman, Percy E.	Churchland	Virginia	1
Tucker, John Richard	Lowesville	Virginia	2
Tyler, George Thomas, Jr.	Upperville	Virginia	4
Tyler, John Paul	Upperville	Virginia	1
Vaughan, Isaac Newton, Jr.	Ashland	Virginia	1
Walker, John Henley	Walkerton	Virginia	2
Walker, James Thomas	Nininger	Virginia	1
Waterfield, Robert Tankard	Bowling Green	Virginia	4
Watts, Charles Wesley	Bowling Green	Virginia	3
Watts, Stephen Hurt	Lynchburg	Virginia	3
Wheary, W. Augustus	Petersburg	Virginia	2
Whisner, Allen H., A. B.	Waterford	Virginia	5
White, Willie S.	Norfolk	Virginia	2
Williams, J. Marvin	Alexandria	Virginia	1
Williams, Patrick Henry	Camden	North Carolina	4
Wise, Boyd Ashby	Cartersburg	Virginia	2
Woodard, Joseph Samuel	Branchville	Virginia	4
Wright, George M.	Ashland	Virginia	2
Zimmerman, Edgar R.	Romney	West Virginia	2

* Deceased.

2. Randolph-Macon Woman's College, Lynchburg, Va.

NAME.	PARENT OR GUARDIAN.	STATE.
Adams, Emma	Capt. Stephen Adams	Virginia
Adams, Sallie	I. H. Adams	Virginia
Allen, Martha Jane	J. J. Allen, Esq	Virginia
Alspaugh, Celeste	Col. J. W. Alspaugh	North Carolina
Ayres, Iva Scott	T. P. Ayres	Virginia
Baker, Elizabeth Wilder	Orlando B. Baker	North Carolina
Bass, Julia Rison	Mrs. S. A. Bass	Virginia
Bell, Daisy Virginia	E. L. Bell	Virginia
Beers, Catherine Bransford	H. H. Beers	Virginia
Bigbie, Alice Lynde	W. M. Bigbie	Virginia
Blackwell, Edith Sumter	Mrs. F. G. Blackwell	Virginia
Blackwell, Epie Duncan	Prof. R. E. Blackwell	Virginia
Blackwell, Eleanor Foote	Mrs. F. G. Blackwell	Virginia
Blanchard, Annie	W. S. Blanchard	North Carolina
Borden, Mabel Moran	E. B. Borden	North Carolina
Bowen, Bessie Helen	Reuben Bowen	Maryland
Buchanan, Grace Parker	Prof. Jno. L. Buchanan	Arkansas
Buck, Kate Massie	Mrs. K. E. Buck	Virginia
Callahan, Mary Susan	W. E. Callahan	Virginia
Carroll, Elizabeth	W. S. Carroll	Virginia
Carroll, Maude Sarah	W. S. Carroll	Virginia
Chappell, Eugenia Thruston	Dr. S. D. Thruston	Texas
Cheatham, Blanche Edna	Rev. H. C. Cheatham	Virginia
Cheatham, Emma Edith	Rev. H. C. Cheatham	Virginia
Compton, Bessie Jordan	Rev. R. A. Compton	Virginia
Compton, Frances Madeline	Rev. R. A. Compton	Virginia
Crown, Elizabeth Stone	Mrs. H. E. Crown	Virginia
Davis, Nannie Lamar	M. L. T. Davis	Virginia
Dowdell, Virginia Shapard	W. L. Dowdell	Alabama
Edwards, Agnes Vanculen	Dr. L. B. Edwards	Virginia
Egbert, Lily	Mrs. J. C. Egbert	Virginia
Fitzgerald, Katherine Pritchard	T. B. Fitzgerald	Virginia
Fleming, Mary Randolph	Rev. R. H. Fleming	Virginia
Fleming, Mary Roberta	George W. Fleming	Virginia
Flesher, Pauline Camden	Maj. H. C. Flesher	West Virginia
Franklin, Martha Anderson	Jacob H. Franklin	Virginia
Frantz, Rebecca Henrietta	Moses K. Franz	Pennsylvania
Fulgham, Annie Stuart	James E. Etheridge	Virginia
Gahagan, Lelia Le Moyne	Mrs. M. K. Sharp	Louisiana
Garland, Annie Lyell	Thos. S. Garland	West Virginia
Glide, Elizabeth	J. H. Glide	California
Hampton, Pamelia Dorcas	Rev. John W. Hampton	West Virginia
Hancock, Claudine	James Hancock	Virginia
Hancock, Elizabeth Charlet	James Hancock	Virginia
Hargroves, Alice Maria	W. W. Hargroves	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Harvey, May Ida	L. Harvey	North Carolina
Homes, Helen Jamieson	Judge W. E. Homes	Virginia
Homes, William Elizabeth	Judge W. E. Homes	Virginia
Hundley, Frances Shelton	E. D. Hundley	Virginia
Ireland, Mary Clare	Mrs. M. L. Ireland	Maryland
Isbell, Cleora	Mrs. M. L. Isbell	Virginia
Isbell, Verna Myrtle	Milton D. Isbell	Virginia
Ivey, Mary Winston	J. W. Ivey	Virginia
Jennings, Esten Holmes	Z. M. Jennings	West Virginia
Jones, Elizabeth Charlotte	E. L. Jones	Tennessee
Jones, Rosa Virgilia	Wm. M. Jones	Virginia
Jopling, Annie Wilmer	T. C. Jopling	Virginia
Judkins, Constance Sanford	Rev. W. E. Judkins	Virginia
Kennedy, Miriam Wadlow	Rev. R. H. Kennedy	Virginia
Lafferty, Mattie Price	Rev. J. J. Lafferty	Virginia
La Tour, Annie Loi	Louis La Tour	Virginia
La Tour, Lily Aileen	Louis La Tour	Virginia
Lavinder, Virginia Murrell	N. H. Lavinder	Virginia
Lewis, Adelaide Gernon	Dr. G. R. Lewis	Virginia
Lewis, Mary Evelyn	Dr. G. R. Lewis	Virginia
Lichford, Cora Christian	Mrs. L. E. Lichford	Virginia
Littleton, Alice Norcross	Rev. Oscar Littleton	Virginia
Mapp, Ada Edmonds	Dr. J. E. Mapp	Virginia
Martin, Blanche Deems	Rev. J. B. Martin	North Carolina
McGavock, Abigail Jouett	J. W. McGavock	Virginia
McGavock, Martha Pierce	J. W. McGavock	Virginia
McLeod, Clara Josephine	Capt. R. T. McLeod	Virginia
Melton, Angie Glenn	Prof. C. L. Melton	Virginia
Messick, Alma Blanche	Capt. W. L. Messick	Virginia
Moody, Irene	J. W. Moody	Alabama
Moon, Mary Augusta	Edward Moon	Virginia
Moore, Ethel	A. W. Moore	Tennessee
Moore, Minnie Eva	T. B. Moore	Virginia
Moorman, Jessie Katherine	Chas. R. Moorman	Virginia
Moss, Sallie Toomer	Rev. Jas. O. Moss	Virginia
Nance, Ruth	Mrs. M. F. Nance	Tennessee
Nowlin, Nannie Rosland	W. D. Nowlin	Virginia
Overstreet, Evelyn May	J. A. Overstreet	Virginia
Owen, Alice Lynde	Mrs. Alice Owen	Virginia
Page, Louise Cary	Mrs. Emily C. Page	Virginia
Parr, Elizabeth Hargrove	John H. Parr	Virginia
Pettyjohn, Henrietta May	J. P. Pettyjohn	Virginia
Pettyjohn, Mamie	J. P. Pettyjohn	Virginia
Pinckard, Lena Kelley	Dr. F. A. Pinckard	Virginia
Poindexter, Cornelia Elizabeth	H. D. Poindexter	Virginia
Reed, Nellie Clarke	Rev. James C. Reed	Virginia
Reynolds, Nannie Kate	J. V. Reynolds	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Richardson, Eloise	W. F. Richardson	Virginia
Roberts, Griselda	Dr. W. B. Roberts	Virginia
Robinson, Helen	L. B. Robinson	Mississippi
Robinson, Julia Graham	J. W. Robinson	Virginia
Rodes, Clarissa Lynn	Thos. L. Rodes	Virginia
Rohr, Florrie Mae	John W. Rohr	Virginia
Simcoe, Estelle	W. T. Simcoe	Virginia
Sitman, Lyda Marie	Dr. C. M. Sitman	Louisiana
Slaughter, Sarah Patton	Mrs. Eugenia Slaughter	Virginia
Smith, May Ella	Maj. T. T. Smith	Virginia
Sterling, Sallie Willie	Mrs. S. W. Sterling	Virginia
Stone, Jasmine Edson	Chas. H. Stone	Missouri
Swanson, Julia Benson	J. M. Swanson	Virginia
Taylor, Addie	Rev. T. J. Taylor	Virginia
Taylor, Mary Sears	Jos. W. Taylor	Texas
Terry, Mrs. W. Holt	W. Holt Terry	Virginia
Thacker, Sarah Virginia	W. C. Thacker	Virginia
Tinsley, Stella May	W. P. Tinsley	Virginia
Towson, Elise Virginia	A. S. Towson	New York
Tyler, Elizabeth Walker	W. W. Tyler	Virginia
Venable, Louise Rebecca	M. B. Venable	Virginia
Warwick, Elizabeth Adele	Mrs. A. Warwick	Virginia
Watts, Florence Ella	Hon. Cornelius C. Watts	West Virginia
Williams, Eva Barnes	Mrs. H. C. Williams	North Carolina
Williams, Margaret Grayson	Judge Samuel W. Williams	Virginia
Yates, Adelaide Estelle	Mrs. L. C. Yates	Virginia

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3. Randolph-Macon Academy, Bedford City, Va.

NAME.	PARENT OR GUARDIAN.	STATE.
Allen, J. M.	Rev. W. E. Allen	Virginia
Anderson, W. C	W. D. Anderson	Virginia
Anthony, Bernard	J. W. Anthony	Virginia
Austin, Jno. B	Rev. D. B. Austin	Virginia
Ballentine, C. R.	D. W. Ballentine	Virginia
Barham, J. L., Jr.	J. L. Barham	Virginia
Barrow, H. A.	H. E. Barrow	Virginia
Barton, F. S.	F. Barton	Virginia
Bassett, C. B.	W. B. Bassett	Virginia
Beaton, W. M., Jr.	W. M. Beaton	Virginia
Beattie, W. M.	G. A. C. Beattie	Virginia
Bequest, H. C.	A. Bequest	South Carolina
Blackwell, R. C.	Mrs. L. C. Blackwell	Virginia
Blanton, C. P.	Jos. W. Blanton	Virginia
Bloxom, Merritt	W. H. Bloxom	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Bloxom, F. C.	J. M. Bloxom	Virginia
Bradford, J. J.	J. E. Bradford	Virginia
Brooks, J. E.	Jas. D. Brooks	Virginia
Burger, J. S.	W. H. Burger	Virginia
Burks, E. C.	Judge E. C. Burks	Virginia
Burks, M. P., Jr.	M. P. Burks	Virginia
Campbell, T. M.	Rev. T. H. Campbell	Virginia
Cook, J. H.	J. N. Cook	Virginia
Coffee, Bassett	R. W. Coffee	Virginia
Corprew, Edwin E.	Mrs. E. A. Corprew	Virginia
Crute, C. B.	Judge J. M. Crute	Virginia
Curtis, J. F.	J. F. Curtis	Virginia
Dance, Harry	Dr. S. E. H. Dance	Tennessee
Davis, H. S.	M. L. T. Davis	Virginia
Darden, R. N.	J. D. Darden	Virginia
Delk, O. G., Jr.	Capt. O. G. Delk	Virginia
Eberson, L. M.	Rev. B. Eberson	Virginia
Embree, E. L.	E. L. Embree	Virginia
Epes, R. A.	Mrs. A. E. Epes	Virginia
Ewell, A. E.	J. B. Ewell	Virginia
Farley, T. G.	Mrs. Susan Farley	Virginia
Fauntleroy, W. W.	Thomas Fauntleroy	Virginia
Ferry, E. L.	Mrs. A. W. Ferry	Virginia
Fisher, M. C.	E. S. Fisher	Virginia
Fitzgerald, A. B.	T. B. Fitzgerald	Virginia
Fletcher, Ashton	Dr. Frank Fletcher	Virginia
Folk, H. B.	W. D. Folk	Virginia
French, W. A., Jr.	W. A. French	Virginia
Garrett, C. M.	J. W. Garrett	Virginia
Gates, W. B.	Rev. J. E. Gates	Virginia
Gee, J. W.	Dr. E. C. Gee	Virginia
Gills, W. J.	J. W. Gills	Virginia
Gray, H. M.	R. S. Gray	North Carolina
Gray, B. H.	A. J. Gray	Virginia
Gregory, H. C.	Rev. W. H. Gregory	Virginia
Gregory, F. H.	Rev. W. H. Gregory	Virginia
Gregory, E. P.	Rev. W. H. Gregory	Virginia
Gregory, H. B.	Rev. W. H. Gregory	Virginia
Greene, C. M.	Rev. C. H. Greene	Virginia
Haden, L. A.	L. C. Haden	Virginia
Hall, F. J.	J. E. Hall	Virginia
Halsey, J. J.	Maj. R. O. Halsey	Virginia
Hamburger, M. L.	Sol. Hamburger	Virginia
Hancock, Walker	James Hancock	Virginia
Hargis, C. M.	J. E. Hargis	Virginia
Heath, G. C.	O. P. Heath	Virginia
Henderson, F. H.	James A. Henderson	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Hofflin, Marcellus	Mrs. B. Hofflin	Virginia
Holley, J. W	T. D. Holley	North Carolina
Holman, J. K	A. O. Holman	South Carolina
Hopkins, J. F	J. F. Hopkins	Virginia
Hubard, P. E	R. T. Hubard	Virginia
Hughlett, J. D	A. M. Hughlett	Virginia
Humphreys, J. T	Mrs. M. M. Humphreys	Virginia
Jeter, J. C	W. P. Jeter	Virginia
Keeler, Floyd	J. D. Keeler	Virginia
Knobeloch, J. W	Mrs. Caroline Knobeloch	South Carolina
Knobeloch, J. M	Jacob Knobeloch	South Carolina
Lange, G. H	Mrs. E. G. Knobeloch	South Carolina
Lawson, G. B	Mrs. Jennie Lawson	Virginia
Leak, F. W	T. C. Leak	North Carolina
Lipscomb, E. W	Mrs. D. E. Lipscomb	Virginia
Loyd, G. T	Mrs. S. A. Loyd	Virginia
Lucas, J. B	M. C. Dills	Virginia
Martin, E. S	J. R. Martin	Virginia
McAden, R. H	Mrs. M. L. McAden	Virginia
McGill, J. D	D. S. Morrison	Virginia
McKinney, M. B	Mrs. M. B. McKinney	Virginia
McNeal, W. B	J. G. McNeal	Virginia
Miller, Alexander	Alexander Miller	Virginia
Mills, W. H	J. J. Mills	Virginia
Moore, L. C	W. E. Moore	Virginia
Moore, W. E	W. H. Moore	Virginia
Moore, W. H	J. H. Moore	Virginia
Mosby, H. B	W. H. Mosby	Virginia
Mosby, R. Q	W. H. Mosby	Virginia
Moseley, S. H	S. J. Moseley	Virginia
Nicholson, N. A	Rev. J. W. Nicholson	Virginia
Noble, D. L	Hon. L. D. Travers	Maryland
Noble, L. D. T	Hon. L. D. Travers	Maryland
Norris, R. O., Jr	R. O. Norris	Virginia
Oates, J. B	Col. R. M. Oates	North Carolina
O'Brien, J. O	Col. W. A. O'Brien	Virginia
Ogden, T. W	J. W. Ogden	Virginia
O'Hara, R. B	Dr. R. G. O'Hara	Virginia
Owens, B. H., Jr	Rev. B. H. Owens	Virginia
Peatross, Hunter	R. W. Peatross	Virginia
Persons, J. W	W. B. Persons	Virginia
Pettigrew, A. N	Rev. T. P. Pettigrew	Virginia
Pettigrew, A. H	Rev. T. P. Pettigrew	Virginia
Petty, A. S	Mrs. Susan Petty	Virginia
Phillips, C. S	A. J. Phillips	Virginia
Phillips, W. T	T. J. Phillips	Indian Territory
Phillips, C. R	T. J. Phillips	Indian Territory

NAME.	PARENT OR GUARDIAN.	STATE.
Pope, H. P.	Mrs. Bettie Pope	Virginia
Pope, N. H.	Mrs. Bettie Pope	Virginia
Powell, E. H.	A. T. Powell	Virginia
Reese, E. F., Jr.	E. F. Reese	Virginia
Rich, E. B.	W. W. Rich	Virginia
Rock, C. W.	L. T. Rock	Virginia
Rock, H. O.	L. T. Rock	Virginia
Robertson, J. C.	J. L. Robertson	Virginia
Russell, J. M.	C. W. Russell	District of Columbia
Saunders, W. B.	J. B. Saunders	Virginia
Schoolfield, H. O.	J. H. Schoolfield	Virginia
Schoolfield, J. H.	J. H. Schoolfield	Virginia
Schoolfield, J. E., Jr.	J. E. Schoolfield	Virginia
Scott, H. T.	J. A. Scott	Virginia
Sebrell, B. W. M.	J. E. Sebrell	Virginia
Sebrell, M. P.	W. N. Sebrell	Virginia
Shaffer, E. W.	A. W. Shaffer	North Carolina
Sims, M. W., Jr.	M. W. Sims	Texas
Smith, D. J.	J. J. Smith	Virginia
Smith, W. H.	J. A. Smith	Virginia
Spencer, J. L.	J. S. Spencer	North Carolina
Stagg, J. W.	T. E. Stagg	Virginia
St. Clair, G. M.	Hon. A. St. Clair	Virginia
St. Clair, J. W.	Jno. C. St. Clair	Virginia
Stokes, H. S.	Hon. Colin Stokes	Virginia
Terrell, Ernest	Dr. J. J. Terrell	Virginia
Thomas, J. H.	J. R. Williams	Virginia
Topham, W. O.	J. H. Topham	Virginia
Trotman, Harry	T. E. Trotman	Virginia
Valentine, W. B.	W. H. Valentine	Virginia
Valentine, T. H.	W. H. Valentine	Virginia
Vest, J. M.	Mrs. J. Hatcher	Virginia
Vickers, J. C.	Mrs. A. F. Spicer	Maryland
Wadsworth, G. P.	B. Wadsworth	North Carolina
Walker, W. N.	Col. C. M. Walker	Virginia
Walker, J. J.	Col. C. M. Walker	Virginia
Ward, W. P.	Judge F. P. Christian	Virginia
White, M. D.	L. W. White	Virginia
White, S. N.	J. D. Blair	Virginia
Wilkinson, William	J. W. Wilkinson	Virginia
Woodard, B. P.	J. J. Woodard	Virginia
Woodhouse, H. C.	Jonathan Woodhouse	Virginia
Woodhouse, John	Jonathan Woodhouse	Virginia
Wright, J. C.	W. T. Wright	Virginia

4. Randolph-Macon Academy, Front Royal, Va.

NAME.	PARENT OR GUARDIAN.	STATE.
Ash, Lynn	Geo. E. Ash	Virginia
Anderson, Harry Curnes	Mrs. C. I. Anderson	Georgia
Bates, Wilbur Fisk	Jas. W. Bates	Maryland
Barrett, Henry Rayfield	Mrs. M. A. Barrett	New York
Baker, Holmes Kerr	W. B. Baker	West Virginia
Bird, Andrew Reid	W. Edgeworth Bird	Maryland
Blackwell, Robert Eldridge	R. A. Blackwell	Virginia
Bishop, Joseph Heber	M. E. Bishop	Virginia
Bowman, George Hupp	G. H. Bowman	Virginia
Bonifant, John	George Bonifant	Maryland
Bond, Beverly Waugh, Jr	B. W. Bond	Virginia
Bond, Frank Marvin	B. W. Bond	Virginia
Bosley, Charles Edmonds	Dr. James Bosley	Maryland
Broy, George William	James E. Broy	Virginia
Burnett, James Caldwell	J. C. Burnett	Kentucky
Cannon, Charles Herbert	C. D. Cannon	Maryland
Chilton, George	Hon. Horace Chilton	Texas
Chilton, Benjamin Wheatley	Hon. Horace Chilton	Texas
Clements, David Alday	Alday Clements	Maryland
Conrad, Charles Edward	Ed. S. Conrad	Virginia
Cover, Herbert Lee	J. R. Cover	Virginia
Cover, Arthur Byron	J. R. Cover	Virginia
Cunningham, Wilbur Eugene	John Cunningham	West Virginia
Cunningham, William Streit	Jos. I. Cunningham	West Virginia
Dilger, Edward	Gen. H. Dilger	Virginia
Dilger, Carl	Gen. H. Dilger	Virginia
Dilger, Louis	Gen. H. Dilger	Virginia
Embree, Lawrence	E. L. Embree	Virginia
Fairburn, Charles Warner	S. Fairburn	Mexico
Fielding, Charles Homer	E. Fielding	Virginia
Fletcher, William Glascock	Willie Fletcher	Virginia
Ford, William Edwin	W. E. Ford	Virginia
Frasier, William Dana	George Frasier	Virginia
Furr, Fenton	J. W. Furr	Virginia
Furr, Charles Clayton	M. B. Furr	Virginia
Gore, Hugh Hampton	B. N. Gore	Virginia
Graves, Edward Charlton	Edward Graves	District of Columbia
Graves, Huntley Vannart	Edward Graves	District of Columbia
Grubb, Julian Harmon	J. T. Grubb	Virginia
Grubbs, Ollie L	W. Mosby Williams	Virginia
Hammond, William Ward	Rev. Wesley Hammond	West Virginia
Hansbrough, Lyle Fenwick	Dr. M. F. Hansbrough	Virginia
Hevener, Jacob	Mrs. L. Hevener	Virginia
Humphrey, Wade Randall	W. L. Humphrey	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Humphrey, Jas. Luther	W. L. Humphrey	Virginia
Hupman, James Burnett	Wm. L. Hupman	Virginia
Hyde, George Thruston	P. S. Hyde	West Virginia
Jarrell, William Frank	W. E. Jarrell	Maryland
Jefferson, Taylor Holliday	W. M. Jefferson	Virginia
Johnson, Garland Riley	C. G. Johnson	Virginia
Kight, James William	J. S. Broadwater	Pennsylvania
Kinzer, Garland Summerfield	Rev. H. W. Kinzer	Virginia
Kinzer, John Marvin	Rev. H. W. Kinzer	Virginia
Kline, Howard Wheelwright	W. S. Kline	Virginia
Lake, Vernon	W. E. Lake	Virginia
Marston, David Osborne	Jos. L. Marston	Virginia
Menefee, Carroll	H. L. Menefee	Virginia
Mendez, Stanley Arron	D. H. Mendez	Jamaica, West Indies
Melville, Wm. Arthur Barrington	Rev. W. Melville	Maryland
Monks, James A	A. B. Rust	Kentucky
Moore, Eugene Francis	Dr. C. A. K. Moore	Virginia
Nevitt, Robert Kern	Rev. T. G. Nevitt	Maryland
Newman, Wilbur Lauck	Judge E. D. Newman	Virginia
Parke, Lecester David	D. C. Parke	North Carolina
Ramey, John Thomas	J. M. Ramey	Virginia
Rees, Samuel Strother	J. B. Rees	West Virginia
Reeves, Thomas Rosser	J. T. Reeves	Virginia
Rouss, Samuel Strother	Milton Rouss	West Virginia
Sale, Samuel Tilden	S. B. Sale	Virginia
Sanders, Hartley Poe	Rev. W. H. Sanders	Maryland
Sencindiver, Charles Lewis	J. M. Sencindiver	West Virginia
Sisson, Hugh Jackson	Hugh Sisson	Maryland
Smith, John William	John F. Smith	Maryland
Smith, Guy Fitzgerald	Mrs. L. C. Smith	Maryland
Stringer, William Taylor	Mrs. R. F. Stringer	Virginia
Timberlake, Richard Harfield	John S. Timberlake	Virginia
Thomas, Richard M	Hon. John L. Thomas	District of Columbia
Trenis, Lemuel Watkins	B. F. Trenis	Maryland
Turner, Mark Bird	Hon. S. S. Turner	Virginia
Waltman, William Magill	Mrs. H. K. Waltman	Virginia
Waller, Gardner	N. S. Waller	Virginia
Warthen, Charles Robert	G. W. Warthen	Virginia
Weaver, David William	F. K. Weaver	Virginia
Weaver, Charles Holmes	F. K. Weaver	Virginia
Williamson, Jas. Correll	Geo. J. Williamson	West Virginia

ENROLLMENT.

Randolph-Macon College, Ashland	132
Randolph-Macon Woman's College, Lynchburg	119
Randolph-Macon Academy, Bedford City	153
Randolph-Macon Academy, Front Royal	85
Totals	489

DEGREES AND HONORS CONFERRED.

JUNE, 1895.

1. Randolph-Macon College, Ashland, Va.

MASTERS OF ARTS, JUNE, 1895.

BENJAMIN MOORE BECKHAM.....Virginia
HENRY ASBURY CHRISTIAN.....Virginia
CHARLES GRAHAM EVANS.....North Carolina
JOSIAH DICKINSON HANK, JR.....Virginia

BACHELORS OF ARTS, JUNE, 1895.

CHARLES EDWIN ARMENTROUT.....Virginia
CARROLL M. BAGGARLY.....Virginia
IRVING HALL BLACKWELL.....Virginia
HENRY ASBURY CHRISTIAN.....Virginia
CHARLES GRAHAM EVANS.....North Carolina
HOWARD FLETCHER.....Virginia
JOSIAH DICKINSON HANK, JR.....Virginia
JOHN BRONAUGH HENRY.....Maryland
ROBERT COOKE HOWISON.....Virginia
RICHARD EUGENE LEIGH.....Mississippi
DANIEL TATUM MERRITT.....Virginia
BENJAMIN FRANKLIN MONTGOMERY.....Virginia
JAMES TEMPLE PORTER.....Virginia
ALLEN H. WHISNER.....Virginia
ERNEST LEE WOOLF.....Virginia

HONORARY DEGREE OF DOCTOR OF DIVINITY.

REV. JOHN C. KILGO, President Trinity College.....North Carolina

GRADUATES IN SUBJECTS.

ALLEN, J. S.....Chemistry.....Virginia
ANDERSON, W. S.....English.....West Virginia
ARMENTROUT, C. E.....Chemistry, Greek.....Virginia
BAGGARLY, C. M.....German.....Virginia
BECKHAM, B. M.....Hebrew, English Bible.....Virginia
BECKLEY, S. H.....Chemistry, German.....Virginia
BERRY, G. W.....Chemistry.....Virginia
BEST, W. H.....Chemistry.....Maryland
BLACKWELL, I. H.....Chemistry, Latin.....Virginia
BLOXTON, F. E.....English, English Bible.....Virginia
BOYD, S. D., JR.....Mathematics.....Virginia
CAMPBELL, H.....Chemistry.....Virginia

Chadwick, F. F.	Chemistry	West Virginia
Cooper, H. O'B.	Chemistry	Virginia
Christian, H. A	English, Biology, French, Math.	Virginia
Danne, W. S.	Chemistry	Virginia
Dice, C. S.	Chemistry, German	Virginia
Dickerson, W. W.	English, Biology	Virginia
Dolly, J. C.	Greek	Kentucky
Drewry, P. H	Chemistry	Virginia
Evans, C. G.	Greek, English, Biology	North Carolina
Fletcher, H.	Biology	Virginia
Hank, J. D., Jr.	Biology, Greek, English	Virginia
Hilbert, F. W.	English	Maryland
Homes, C. F.	Chemistry	Virginia
Kern, Le R. E.	Chemistry	Virginia
Kilby, B.	Latin	Virginia
Kilby, C. M.	Chemistry	Virginia
Leigh, R. E.	French, English, Biology	Mississippi
Lillaston, J. W.	Chemistry	Virginia
Litchfield, G. V. J.	Chemistry	Virginia
McCartney, J. E.	English, Chemistry	Virginia
Merritt, D. T.	Latin	Virginia
Mullen, J.	Chemistry	Virginia
Payne, W. E., Jr.	German	Virginia
Poindexter, J. S.	German	
Porter, J. T.	Biology	Virginia
Smithey, E., Miss.	German, French	Virginia
Smithey, M. E.	Chemistry	Virginia
Tyler, G. T., Jr.	Latin, Chemistry	Virginia
Watts, S. H.	Latin, Chemistry	Virginia
Wheary, W. A.	Chemistry	Virginia
Whisner, A. H.	Biology	Virginia
Wise, B. A.	Chemistry	Virginia
Woolf, E. L.	English Bible	Virginia

PRIZES AND MEDALS.

Awarded June, 1895.

SUTHERLIN PRIZE MEDAL FOR ORATORY.

David Spence Hill ..... Missouri

H. W. MURRAY MEDALS.

For Scholarship	C. E. Armentrout	Virginia
For Proficiency	Marvin E. Smithey	Virginia

WALTON GREEK PRIZE.

Charles E. Armentrout ..... Virginia

WASHINGTON SOCIETY MEDALS.

Orator's Medal	J. H. Hatcher	Virginia
Debater's Medal	B. V. Switzer	Virginia
Declaimer's Medal	R. L. Eutsler	Virginia

FRANKLIN SOCIETY MEDALS.

Debater's Medal.....P. H. WILLIAMS .....North Carolina
Improvement in Debate Medal...WM. G. ENGLE.....Virginia
Declaimer's Medal.....WM. G. ENGLE.....Virginia

2. Randolph-Macon Woman's College.

GRADUATES IN SCHOOLS.

June, 1895.

CHEATHAM, EMMA EDITH,
WILLIAMS, EVA BARNES, ... English.

THACKER, KATHERINE MILDRED,
THACKER, SARAH VIRGINIA, ... Mathematics.

FULGHAM, ANNIE STUART,
THACKER, KATHERINE MILDRED,
THACKER, SARAH VIRGINIA, ... Chemistry.

FRANKLIN, MARTHA ANDERSON,
JENNINGS, ESTEN HOLMES,
MOODY, IRENE,
THACKER, KATHERINE MILDRED, ... Latin.

MOODY, IRENE..... Greek.

GAHAGAN, LELIA LE MOYNE,
JENNINGS, ESTEN HOLMES,
MCGAVOCK, MARTHA PIERCE,
MOSS, SALLIE TOOMER, ... French.

SMITH, MAY ELLA..... Music.

HONORS.

WASHINGTON LITERARY SOCIETY.

EMMA EDITH CHEATHAM.....Orator.
IRENE MOODY.....Essayist.

FRANKLIN LITERARY SOCIETY.

SALLIE ADAMS.....Orator.
ESTEN HOLMES JENNINGS.....Essayist.

3. Randolph-Macon Academy, Bedford City, Va.

ROLLS OF HONOR, JUNE, 1895.

FOR CONDUCT.—The following students of the session of 1894–95, having given no occasion for criticism of their moral conduct, and having received no demerits for tardiness, idleness or disorder during the entire session, are entered upon the

records of the Academy as constituting the Roll of Honor for Conduct for that session:

ALLEN, JOS. M.....Virginia
ANTHONY, BERNARD.....Virginia
BARHAM, JNO. L.....Virginia
BLACKWELL, KARL S.....Virginia
BLOXOM, MERRITT.....Virginia
BROOKS, JAS. E.....Virginia
CAMPBELL, THOS. M. .....Virginia
COFFEE, BASSETT M.....Virginia
COVINGTON, STEPHEN W...N. Carolina
DUNTON, SAMUEL H.....Virginia
EGGLESTON, JNO. R.. .....Virginia
EWELL, ARNOLD E.....Virginia
FISHER, SAMUEL H.....Virginia
GARLAND, ROBERT C.....Virginia
GOODALL, JAS. P.....Virginia
GREEN, JAS. T.....Virginia
GREGORY, FRANK H.....Virginia
GREGORY, HENRY H.....Virginia
GREGORY, HERBERT B.....Virginia
GREGORY, EDWARD P.....Virginia
HARGIS, CHAS. M.....Virginia
KARNER, PHILPOTT.....Texas
KELLEY, CHAS. G.....Virginia
KNOBELOCH, JOS. M.....S. Carolina
LEAK, FRANK W.....N. Carolina
MATTHEWS, ALBERT C.....Virginia
MCADEN, ROBT. H.....Virginia
MCSPARRAN, F. B.....Virginia
MILLER, ALEX.....Virginia
MOORE, LLOYD C.....Virginia
MURPHY, WM. L.....Virginia
NOBLE, LEVI D. TRAVERS....Virginia
OGDEN, THOS. W.....Virginia
OYLER, JAS. E.....Virginia
PLUNKETT, GEO. W.....Virginia
REESE, EMMETT F., JR.....Virginia
RICHARDSON, CLARENCE B. ..Virginia
SEBRELL, MARVIN P.....Virginia
SEBRELL, BENJ. W. M.....Virginia
SMITH, WM. E. .....Maryland
TANKARD, PHILIP W.....Virginia
THOMAS, JNO. H.....Virginia
VALENTINE, WM. B.....Virginia
VICKERS, JAS. C.....Maryland
WALKER, WALTER N.....Virginia
WILLIAMS, HARRY.....Virginia
WOODARD, BENJ. P.....Virginia

FOR STUDY.—The following students of the session of 1894–95 completed all the work assigned them for the year *with distinction in each class*, and are entered on the records of the Academy as constituting the Roll of Honor for Study for that session:

ALLEN, JOS. M.....Virginia
BEATON, WM. MARVIN.....Virginia
BLACKWELL, KARL S.....Virginia
BLOXOM, MERRITT.....Virginia
BURKS, EDWARD C.....Virginia
BURKS, J. FRANK.....Virginia
CAMPBELL, THOS. M.....Virginia
COFFEE, RUSSELL A.....Virginia
COFFEE, BASSETT M.....Virginia
DARDEN, J. C.....Virginia
EWELL, ARNOLD E.....Virginia
GOODALL, JAS. P.....Virginia
GREEN, JAS. T.....Virginia
HADEN, LEONIDAS A.....Virginia
HARGIS, CHAS. M.....Virginia
HUGHLETT, JAS. D.....Virginia
JESTER, HOMER B.....Texas
JETER, JERRY C.....Virginia
JOHNSON, JOS. E.....Virginia
JONES, WM. LEWIS.....Virginia
KARNER, PHILPOTT.....Texas
KELLEY, CHAS. G.....Virginia
KNOBELOCH, JOS. M.....S. Carolina
KNOBELOCH, JOHN.....S. Carolina
LEAR, JOS. M.....Virginia
MCADEN, ROBT. H.....Virginia
MOORE, LLOYD C.....Virginia
NEVILLE, GEO. L., JR.....Virginia
NOBLE, L. D. T.....Virginia
OWENS, BENJ. H.....Virginia
OYLER, JAS. E.....Virginia
PHILLIPS, WM. T.....Indian Ter.

Peters, Jno. Marvin.....Virginia	St. Clair, Wade.....Virginia
Ramsey, Winbern.....Virginia	Tankard, Philip W.....Virginia
Reese, Emmett F., Jr.....Virginia	Thomas, J. Lewis.....Virginia
Saunders, O. E.....Texas	Thomas, J. H.....Virginia
Sebrell, B. W. M.....Virginia	Valentine, Wm. B.....Virginia
Smith, Wm. S.....Texas	Vest, J. Marshall. .....Virginia
Spencer, Jno. Leak.....N. Carolina	Vickers, Jas. C.....Virginia
Stras, Campbell. .....Virginia	

Special Success.—The following students of the session of 1894–95, having passed all their examinations with an average mark of ninety-five per cent., or over, are deserving of special mention:

Blackwell, Karl S... ....Virginia	Karner, Philpott.....Texas
Bloxom, Merritt.....Virginia	Reese, E. F., Jr.....Virginia
Campbell, Thos. M.....Virginia	Saunders, O. E.....Texas
Hughlett, Jas. D.....Virginia	Valentine, Wm. B.... ...Virginia
Jones, W. Lewis.....Virginia	Vickers, Jas. C.....Virginia

MEDALISTS.

WASHINGTON LITERARY SOCIETY.

Debater.....W. L. Jones, Virginia.
Declaimer.....W. B. Gates, Virginia.

FRANKLIN LITERARY SOCIETY.

Debater.....J. D. Hughlett, Virginia.
Declaimer.....Ephraim Ball, Virginia.

BRADBURY SCHOLARSHIP MEDAL.

Merritt Bloxom.....Virginia.

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4. Randolph-Macon Academy, Front Royal, Va.

GUARD OF HONOR—SESSION 1894–5.

The Guard of Honor is selected from among those students who have both reached a certain degree of maturity in age or in their advancement in studies, and who have been upon the rolls of honor for conduct and for studies throughout the session. Certain privileges and responsibilities are annexed to the distinction, and a badge given, to be retained by them so long as they continue upon the roll.

Kinzer, A. W.	Thompson, H. D.	Bond, B. W., Jr.
Menefee, C.	Piggott, J. B.	Stringer, E. R.
Persinger, D. W.	Finley, C. D.	Bradford, G. L.
Nunnally, A. V.	Southall, A. C.	Macatee, H.
Fairburn, J. W.	Trenis, L. W.	Ross, R. R.
Timberlake, R. H.	Fishburne, J. B.	Griffin, D. W.
Green, A. G.	Fletcher, W. G.	Ringer, J. J.
Stoddard, J.	Turner, M. B.	Clements, M.
Reeves, T. R.	Blackwell, R. E.	Cannon, C. H.
Murrill, H. A.	Burruss, H. W.	

DISTINCTION ROLL FOR CONDUCT.

From such students as have never been off the roll of honor for conduct during the entire session, but who are not yet eligible to the Guard of Honor, selections are made for this roll of those who otherwise, by their diligence, promptness, obedience, etc., are adjudged to be worthy. A blue ribbon is given them, to be worn as a mark of distinction.

Bowman, Geo.	Humphrey, W. R.	Weaver, C. H.
Cunningham, W. S.	Bond, F. M.	Evans, C. N.
Downing, S. B.	Kline, H. W.	Embree, L.
Hevener, J.	Sanders, H. P.	Disosway, W. F.
Hammond, W. W.	Weaver, D. W.	

FIRST HONOR MEN.

These are selected from those who have made an average of ninety-seven on all their studies throughout a full session, and have also made distinctions in not less than five subjects, two of which must be of the Fourth Form, and whose conduct has also been approved according to a prescribed standard. The following are entitled to this high distinction for the season of 1895-'96:

Clements, M.	Macatee, H. C.	Nunnally, A. V.
Bradford, G. L.	Blackwell, R. E.	Ross, R. R.

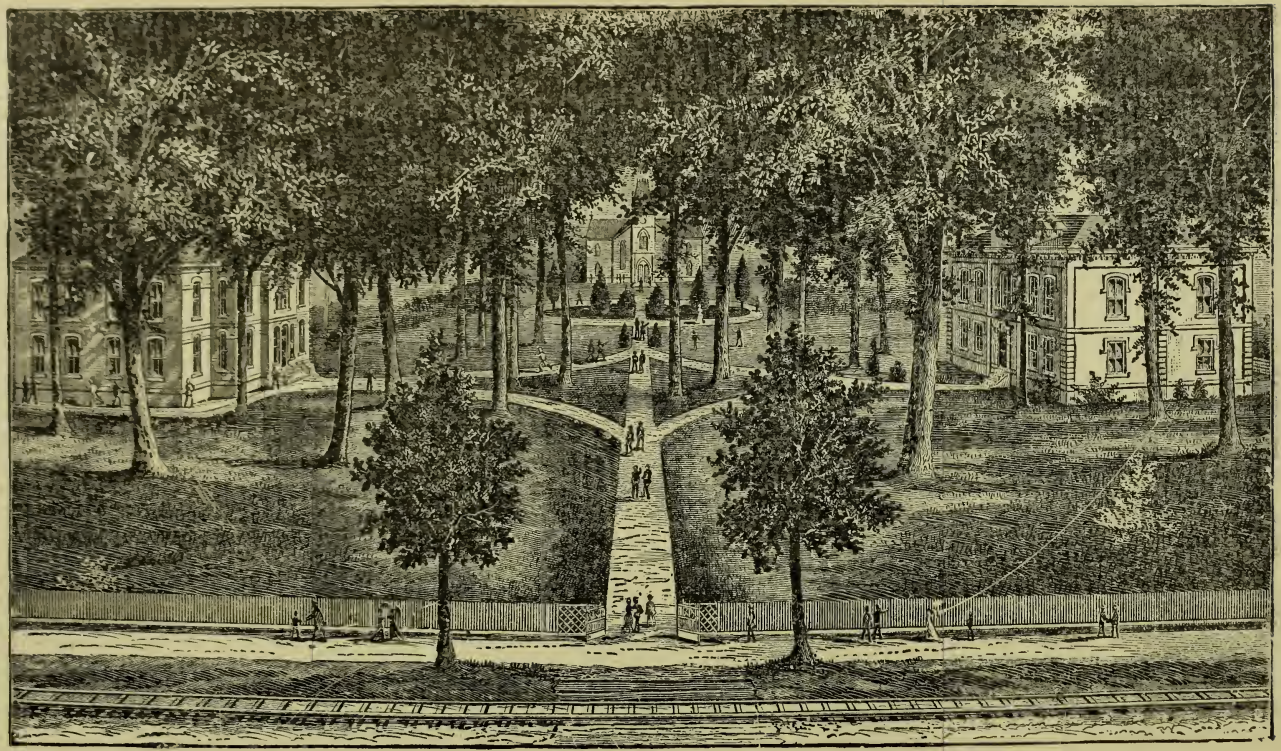
MEDALISTS.

Debater's Medal.....H. C. Macatee.
Orator's Prize.....H. A. Murrill.
Declaimer's Prize.....H. W. Burruss.

PRIZES FOR SCHOLARSHIP, JUNE 1895.

For this session two prizes were offered, the first by Mr. Geo. R. Hill, of Alexandria, Va., for the best "all-around" student, being $75.00 in tuition fees either at the Academy, or Randolph-Macon College; the second, by another gentleman, a copy of Worcester's Unabridged Dictionary for the second best student. The following gentlemen won these prizes:

First Prize.....Ross, R. R.
Second Prize.....Bradford, G. L.



PORTION OF THE CAMPUS.

I. Randolph-Macon College,

ASHLAND, VA.

GENERAL INFORMATION.

Location. Ashland is immediately on the Richmond, Fredericksburg and Potomac railroad, sixteen miles north of Richmond, upon the most elevated plateau between that city and Fredericksburg, Va. The location is distinguished for healthfulness and accessibility. On this account the village of Ashland was originally incorporated as a summer resort, and is much frequented during the heated term, while the comparative infrequency and brief duration of severely cold weather make it especially favorable to health and comfort during the College session. The severe pneumonia and violent fevers of the mountains and the malarial diseases of the Tidewater region are comparatively unknown.

Six passenger trains each way stop at the College daily. Telegraphic connection with all parts of the country. Mail six times a day.

Grounds and Buildings. The campus contains about twelve acres, beautified and shaded by a fine grove of oaks and maples. During the past few years it has been thoroughly under-drained; gravel walks have been laid out, and many other improvements conducive to the comfort and convenience of the students have been made. The grass, flowers and shrubbery have received attention, and add much to the beauty of the grounds.

The buildings, besides professors' residences, are eight dormitories, the Pace Lecture-Room Building and Chemical Laboratory, the Duncan Memorial Chapel, the Halls of the Literary Societies, the Gymnasium, and the Pettyjohn Hall of Science, for lecture-rooms and laboratories for practical work in Physics and Biology.

The observatory contains a five-inch equatorial refracting telescope, transit instrument, sextant, &c.

Libraries. The College Library contains about eight thousand volumes, and valuable additions are annually being made. The books are free to students.

Contributions of suitable books are earnestly solicited. Nearly every friend of the College can comply with this request, and one book from each would add much to the library in the course of a few years. Old and rare books are specially desirable.

The Walton Classical Library, with an endowment of $1,000, contains works on Greek and Latin subjects, and is under the management of the professors of those languages. The value of the books it now contains amounts to about $500, and new books are added each year.

The Darden English Library, founded in 1888 by A. S. Darden, Esq., of Suffolk, Va., in memory of his son, A. Allen Darden, has an endowment of $1,000. The income of the sum will be devoted to the purchase of books for the use of students in the Department of English.

The Theological Library was largely increased by the donation made by Mrs. W. Tazewell Fitzgerald, of the library of her father, the late Bishop D. S. Doggett, containing many valuable books, and still more recently by the addition of the library of Rev. Thomas Crowder, donated by his son, Rev. J. A. Crowder. Very recently the family of the late Rev. David Thomas, D. D., of Baltimore, Md., have donated his library, consisting of many rare and valuable books.

Literary Societies. The Washington and Franklin Literary Societies, meeting weekly in their large and elegantly-furnished halls for literary and oratorical exercise, are admirably conducted and enthusiastically sustained. They afford to every member an opportunity to acquaint himself practically with the methods of procedure in public assemblies, and with the duties of presiding and recording officers, and give invaluable practice in declamation and debate under the stimulus of a generous emulation for the rewards offered by them for excellence or for progress. They also edit and publish monthly a literary magazine. A student who fails to identify himself with one or the other of these Societies, loses an unusual opportunity to secure for himself privileges of great value.

Religious Opportunities. The daily work of the College is begun with religious exercises in the Chapel.

The Methodist, Episcopal, Presbyterian and Baptist churches of the village hold each two public services on the Sabbath, and at least one during the week, and the students provide frequent social religious meetings for their own benefit.

A Sunday-school, conducted in the College Chapel, offers opportunity for Bible study under the instruction of the professors and officers of the College and other selected teachers, in addition to the course in the English Bible offered as regular College work. Several preaching appointments in the neighborhood are regularly filled by ministerial students.

YOUNG MEN'S CHRISTIAN ASSOCIATION.—This organization in the College offers many advantages to its members. It unites young men of different denominational preferences in bonds of mutual sympathy and fellowship, and gives Christian students, while away from their home-churches, helpful privileges and duties as members of a world-wide religious organization. Under its auspices, varied and interesting religious exercises are held in the cottages and in its own beautifully furnished room on the campus, and seven Sunday-schools are sustained in the neighborhood.

Government. Every student entering the College is presumed to be a gentleman, and so long as he remains connected with it, is treated as such. In particular, his word is relied upon implicitly, and in all matters touching his own conduct is called for and accepted as the basis of action. This confidence in the integrity of our students lies at the foundation of our intercourse with them, and when any student forfeits it, he must be immediately excluded from the College. The one broad rule of Randolph-Macon is that all are required to conduct themselves in a moral, gentlemanly and student-like manner. In defining these terms, such special regulations and admonitions will be given as circumstances may call for. All that concerns the physical, mental and moral well-being of our students enlists our affectionate solicitude. We stand to them as friends, counsellors, and guides, and, while exercising our authority with freedom and firmness, shall expect their obedience to be based rather upon a sense of right and an appreciation of the necessity of system and order, than upon the fear of set penalties. When a young man cannot be influenced by appeals to these motives, we do not consider him prepared for college.

No student found to be dissipated or persistently idle can be retained. We shall seek earnestly to reform any such, but our duty to others under our care will not allow the effort to be long continued. No pains shall be spared to maintain a pure and wholesome moral atmosphere; and whenever, for any reason, we are satisfied that the presence of any

student is corrupting others, or that his influence is felt for evil in the College, we shall refund the proportionate part of the fees paid, and require his withdrawal.

Class Organization. After an experience of many years, during which both methods have been tested, we deem a well guarded elective system preferable, under existing circumstances, to the curriculum. It affords an advanced student, having special aims, the privilege of pursuing a desired course, and it enables the Faculty to assign suitable work to those who are without uniform preparation, or who cannot remain long enough to complete the full course required for a degree.

Instruction is given by text-books and lectures. The effort is made to secure thorough scholarship, and students are retained in lower, or returned from higher to lower classes, until the Professor considers them qualified to advance.

As each undergraduate course is satisfactorily completed, a Certificate therefor is issued to the student. When the work prescribed in the entire course of instruction in any subject is satisfactorily completed by an approved examination, the student is awarded a Diploma as a Graduate in that subject.

Choice of Studies. Students will be enrolled in appropriate classes after conference with the President and Professors. Each one is required to have not less than fifteen recitations a week, unless there are special reasons to the contrary, and no study can be changed or discontinued without the consent of the Faculty.

Degrees. The degrees conferred are: Bachelor of Philosophy, Bachelor of Arts, and Master of Arts. The attainments required to secure these degrees are as follows:

1. For the degree of Bachelor of Philosophy (Ph. B.): Approved examinations in the following courses:

Mathematics, through Course 10.
Moral Philosophy, through Course 2.
French, through Course 3.
Chemistry, through Course 3.
Biology, through Course 2.
Astronomy, Course 1.
English, Courses 1, 2, 3, 4, and 6.
Latin, through Course 3.
Physics, through Course 1.
Political Economy, through Course 1.
Geology, through Course 1.

And three elective studies out of the following:

German, Courses 1 and 2; German, Courses 3 and 4; English, Courses 5, 7 and 8; Latin, Courses 4, 5, 6 and 7; Applied Mathematics, Courses 1 and 2.

2. For the degree of Bachelor of Arts (A. B.): Approved examinations in the following Courses:

*Latin, through Course 7.	Moral Philosophy, through Course 1.
Chemistry, through Course 1.	Physics, through Course 1.
*Greek, through Course 4.	Biology, through Course 1.
English, Courses 1, 2, 3, 4 and 6.	Political Economy, through Course 1.
*Mathematics, through Course 6.	Astronomy, through Course 1.

A year's course in Physical Culture, and one year's attendance in one of the Literary societies.

This Bachelor of Arts curriculum has been arranged, after much thought, to meet the demand for a practical, symmetrical education. It gives an excellent preparation for either business life or professional study.

3. For the degree of Master of Arts (A. M.):

1. The A. B. degree course, including course in Mathematics.
2. Four out of the following electives:

English, Courses 5, 7 and 8.	Mathematics, Courses 7, 8, 9 and 10.
Latin, Courses 4, 5, 6 and 7.	Moral Philosophy, Course 2.
Greek, Courses 5 and 6.	Chemistry, Course 2.
German, Courses 3 and 4.	Biology, Course 2.
French, Courses 2 and 3.	

The electives chosen must all be outside of the courses upon which the A. B. degree was obtained.

Prizes. There are five regular prizes publicly awarded at each Commencement.

1. "THE SUTHERLIN PRIZE MEDAL FOR ORATORY," established by Major W. T. Sutherlin, of Danville, Va., 1872, is presented to the best orator who shall contend for the same, to be decided by three competent judges, having no official connection with the College, selected by the Trustees.

* In this curriculum the following substitutions are allowed:

(1) For Greek: Courses 3 and 4 in German and 1 in French.

(2) For Courses 4, 5, 6 and 7 in Latin, Courses 5 and 6 in Greek or 7, 8, 9 and 10 in Mathematics.

(3) For Course 6 in Mathematics and 1 in Political Economy, Courses 1, 2 and 3 in the English Bible.

(4) For Courses 3 and 4 in German, Course 2 in Biology.

2. "The Walton Prize for Greek Scholarship," established in 1872 by Mr. George E. M. Walton, of Hanover county, Va., is presented to the student who, in the judgment of the Faculty, by his progress and attainment in Greek studies, has best deserved it.

3. "The Pace Prize Medal," established in 1878 by Mr. James B. Pace, of Richmond, Va., is given to the student who, in the opinion of the Faculty, has written the best essay.

4. "The H. W. Murray Medals," established in 1889 by legacy of Mrs. W. R. Goodwin, of Louisa county, Va., in memory of her father, Hon. H. W. Murray. There are two of these medals. The first, called the "Murray Medal for Proficiency," is awarded each year to the student who, having not fewer than four college classes, has made the highest average on all his examinations of that session. The second, called the "Murray Medal for Scholarship," is awarded each year to the student who takes A. B. or A. M., and who has made the highest average upon examinations in graduating classes of the A. B. course.

5. "The Gymnasium Medal" is awarded to the student who, in the opinion of the Director, has made the greatest improvement in physique as a result of physical training.

Examinations. There are two examinations, conducted in writing, one at the close of the half-session in February, the other at the close of the session in June. A student who fails to pass an approved examination, loses his right to advance to a higher class.

Reports. A report of the standing of each student is made to the parent or guardian at the end of every five weeks during the session, and such special remarks are appended as each case may suggest.

Requirements for Entrance. Students applying for matriculation must be of good moral character and sufficiently advanced in mental discipline to profit by the instruction offered. Besides the usual branches taught in a good common school course, the applicant should be accurately prepared in English through Grammar and Elementary Rhetoric; in Latin through an Elementary Grammar with exercises, and the first four books of Cæsar's Gallic War or its equivalent; in Mathematics through Equations of the

Second Degree, with as much Geometry as is contained in the first three books of Euclid.

Students whose preparation in any one of these subjects is deficient may matriculate in College conditionally, the deficiency to be made up to the satisfaction of the professor of the department during the college year.

COURSES OF INSTRUCTION.

The subjects in which instruction is given in the College are Latin, Greek, English, German, French, Mathematics, Chemistry and Geology, Physics, Astronomy, Biology, Moral Philosophy, the English Bible and Physical Culture.

In these subjects courses of study are arranged leading to the degrees of Bachelor of Philosophy, Bachelor of Arts, and Master of Arts, as before set forth.

LATIN.

PROFESSOR BOWEN.

COURSES.

1. In this class Cicero's Orations and Vergil are the texts which are read, and an effort is made to secure elegance and beauty as well as accuracy of translation. The principles of Latin versification are studied, and especial attention is given to the Dactylic Hexameter. This class aims at an extended and accurate knowledge of the syntax of the language, which is applied in the analysis of the authors read, as well as in weekly exercises in prose composition. The course occupies one year.

Text-Books: Cicero's Select Orations (Allen & Greenough); Vergil (Nettleship); Vergil's Bucolics and Æneid (Greenough, Harper & Miller); Gildersleeve's Latin Grammar (3d edition) and Exercise Book.

2. The work of this class introduces the student to the subject of Roman history, Livy and Tacitus being the authors read. The origin and development of Roman history will be briefly treated by lecture. By way of broadening the student's knowledge of the subject a collateral course on the history of Rome and one on the private life of the Romans is given, and in reading the Germania of Tacitus, considerable attention is given to certain customs of the Teutonic tribes as throwing light upon the origin of some of the institutions of our own Anglo-Saxon race. The systematic study of Latin syntax with its application in weekly exercises in prose composition and in analysis is continued in this class. Some attention is also given to comparative philology.

3. A course in Ovid was given this year, in which the Metamorphoses was read. Courses 2 and 3 occupy one year.

Text-Books: Livy, Books XXI and XXII (Westcott or Lord); Tacitus's Agricola and Germania (Hopkins); Mommsen's History of Rome (abridged); The Private Life of the Romans (Preston and Dodge); Ovid's Metamorphoses; Grammar and Exercise Book as in first year.

The work of the third year embraces four distinct courses:

4. A brief but comprehensive course on the Roman satire, in which the origin and development of this form of literature are treated by lecture, and the satires of Horace and Juvenal are read.

5. A brief course, designed to give the student an acquaintance with the Roman drama, as well as to give him some knowledge of pre-classical Latin. In this course the Miles Gloriosus of Plautus was read this year, and in the reading, attention was given to such forms and constructions as exhibit variations from the classical norm, so that the student might gain some idea of historical grammar.

6. Roman lyric poetry as represented in the Odes of Horace. The metrical form of the odes receives considerable attention.

7. A course in Roman literature.

Weekly exercises in prose composition are continued throughout the year. Much of the translation in this class is done privately.

Text-Books: Horace—Smith's edition of Odes and Epodes, Palmer's edition of Satires; Hardy's Juvenal; Tyrrell's Miles Gloriosus of Plautus; Mackail's Latin Literature; Appendix to Bennett's Latin Grammar; as reference books on historical grammar, Henry's Comparative Grammar of Greek and Latin and Lindsay's Latin Language.

All classes recite three time a week, and in each of them private reading is required.

GREEK.

PROFESSOR EASTER.

The work of this department extends over a period of three years in the College Course proper, to which is prefixed an additional year of introductory study to permit students to begin Greek who, ready for college along other lines, have not had adequate preparation in this language. This is a concession to necessities arising from the prevalent lack of instruction in Greek in preparatory schools.

The ideal sought to be realized is the accurate study of the Greek

language on an etymological, syntactical and historical basis. To this is added an examination into the History and the Literature of the Greeks, with an attempt to show how the work of this remarkable people is connected with modern life in its various phases. These ends are sought to be obtained by translation and analysis of the writings of the best authors, with a view to matter, thought, and style; by constant exercise in Greek composition, and by reading, in translations, a considerable part of Greek Literature.

COURSES.

1. Goodwin's (revised) Grammar (to Syntax); Xenophon's Memorabilia of Socrates (Winans); Old Greek Education (Mahaffy); Sidgwick's First Greek Writer. Parallel in English: Herodotus (four books); Cyropedia of Xenophon. Five times a week for the first term.

2. Goodwin's Grammar (completed); Xenophon's Memorabilia of Socrates (Winans); Lysias (Bristol); Greek Literature (Jebb); First Greek Writer (Sidgwick). Parallel in English: Plutarch's Lives (selections, ten in number); Essay on Greek Education. Five times a week for the second term.

Courses 1 and 2 constitute the first college year.

3. Goodwin's Grammar (for reference); Prose Composition (Sidgwick); New Testament (Westcott and Hort); Studies in the Greek New Testament (Smith); Homer's Iliad (Keep). Parallel in English: Xenophon's Memorabilia of Socrates; Aristophanes' Clouds. Three times a week for the first term.

4. Grammar and Composition as in Course 3. Homer's Iliad (Keep); Plato (Purves' Selections). Parallel in English: Trial and Death of Socrates (Church); Light to the Ancient Greeks (Smith). Essay. Three times a week for the second term.

Courses 3 and 4 constitute the second college years, and are supplemented by such other work as is necessary for the further understanding of Homeric and New Testament Greek.

5. Grammar and Composition as in Course 4. Plato (Purves' Selections); Euripides' Medea (Glazebrook); Sophocles' Ajax (Jebb); Willson's Mosaics of Grecian History. Parallel in English: Plato's Republic, Books 1–3, 5–7, 9, 10; Aristotle's Republic, Books 1–4, 7, 8. Three times a week for the first term.

6. Grammar and Composition as in Course 5. Sophocles; Demosthenes; Thucydides; Longinus on the Sublime (Havell), and Aristotle's Poetics (in translation). Parallel in English: Xenophon's Economicus, chaps. 1–11; Plutarch on Superstition; Euripides' Alcestis; Æschylus' Prometheus Bound. Essay. Three times a week for the second term.

Courses 5 and 6 constitute the third college year, and are intended not only to increase the student's knowledge of Greek, but to aid in the development of his general literary culture.

INTRODUCTORY YEAR.

The purpose of this class has been already stated. The class meets five times a week throughout the two terms.

First Term.—White's Beginner's Greek Book; Mahaffy's Old Greek Life; The Study of Greek (Smith); Homer's Odyssey (Lang's or Bryant's translation).

Second Term.—White's Beginner's Greek Book; Fyffe's History of Greece. Essay of ten pages on some subject drawn from the Odyssey. Further parallel as may be assigned.

The work of the department is greatly aided by the endowment of the Walton Greek Library. Students are permitted to make use of the books in this Library, of course under proper restrictions.

ENGLISH.

PROFESSOR BLACKWELL. MR. CHRISTIAN.

The study of English is on an equal footing with that of Latin and of Greek. The same amount of time is allotted to it; the same rigorous method is pursued. With each course paralled reading is assigned.

COURSES.

1. HIGHER GRAMMAR.—A short course in advanced grammar and grammatical analysis. Bain's Higher Grammar, in part; Smith and Blackwell's Parallel Syntax Chart. Five hours a week, with semi-weekly exercises.

2. RHETORIC—Style with especial study of the Sentence and the Paragraph; General Processes in the Ordering of Material; Genung's

Practical Rhetoric, and Rhetorical Analysis. Five hours a week, with semi-weekly exercises.

3. Rhetoric.—A continuation of No. 2. Description, Narration, Exposition, Argumentation, Persuasion. Especial attention is given to Argumentative discourse and Brief-drawing. Genung's Practical Rhetoric and Rhetorical Analysis. Baker's Specimens of Argumentation. One hour a week and weekly exercises.

4. Literature.—History of Literature; Lyric Poetry; the essay, as represented by Macaulay and Carlyle. Stopford Brooke's English Literature, Palgrave's English Lyrics, Macaulay and Carlyle. Two hours a week.

5. Literature—An advanced course, devoted to the study of Tennyson's, Browning's and Matthew Arnold's poems; four essays. One hour a week.

6. Shakspere—The historical plays of Shakspere. Dowden's Shakspere. Once a week.

7. Old English.—Cook's First Book in Old English. Twice a week.

8. Middle English.—Sweet's Middle English Primer; Chaucer's Prologue and Knightes Tale; Emerson's History of the English Language. Twice a week.

Courses 1, 2, 3, 4, 6 and 7 are required for the A. B. degree. Courses 5 and 8 are allowed as electives for the A. M. degree.

GERMAN.

Professor Easter.

In this department the attempt is made to have students acquire a correct pronunciation, and to enable them to write and to translate with facility and accuracy. The main facts of German life, and the value of the history and the literature of Germany are also presented. Some knowledge of the kinship of German and English is likewise given.

COURSES.

1. Whitney's Compendious Grammar; Exercises; Brandt's Reader; Baring-Gould's Story of Germany. Three times a week for the first term.

2. Same Grammar and Reader; Exercises; Parry's Life Among the Germans. Three times a week for the second term.

Courses 1 and 2 constitute the first college year, and may include parallel reading not here mentioned.

3. Same Grammar; Exercises; Tell (Deering); Gœthe's Neue Melusine and Zschokke's Tote Gast (in Nichols' Three German Tales).

4. Same Grammar; Exercises; Scheffel's Trompeter von Säkkingen (Wenckebach); Heine's Reisebilder (Colbeck); Gœthe's Götz von Berlichingen (Bull); Parallel as assigned.

Courses 3 and 4 constitute the second college year, the amount of work in them as here laid down being the minimum quantity. To take up the second year class the student must give evidence of having covered, in a satisfactory manner, the work of the courses leading thereto. Should he lack but little of having covered ground equivalent to that in Courses 1 and 2, he may be admitted to Course 3, but will be required to make up his deficiencies.

FRENCH.

PROFESSOR BLACKWELL. MR. CHRISTIAN.

COURSES.

1. Whitney's Grammar; Super's French Reader; Crane and Brun's Tableaux de la Révolution Française; Super's Historical Reader in part; Montgomery's French History.

Five hours a week, with weekly exercises throughout the year.

2. French of the 17th century; Crane's La Société Française au XVIIième Siècle; Molière's Les Précienses Ridicules, Les Femmes Savantes, and Le Misanthrope.

Three times a week for the first term, with weekly exercises.

3. The Romantic Movement in France. Crane's Le Romantisme Français; Saintsbury's French Literature. A course of parallel reading, chiefly of authors of the 17th century, as a continuation of Course 2.

Three times a week for the second term, with weekly exercises.

Course 1, with graduation on German, may be substituted for Greek in the A. B. degree. Courses 2 and 3 may be offered as electives for the A. M. degree.

CHEMISTRY.

PROFESSOR KNIGHT. MR. CHRISTIAN.

Instruction in Chemistry covers a period of three years.

COURSES.

1. General Chemistry. (a) Recitations and lectures. (b) Laboratory practice.

(a) Recitations and lectures. Three hours per week throughout the year. The first twenty weeks is devoted to Inorganic Chemistry, including the leading principles of chemical philosophy, the atomic theory, the laws of combination by weight and volume, a description of the elements and their important compounds, the application of chemistry to the industries. The remainder of the session is occupied with the carbon compounds of the fat series. The course is illustrated by a complete set of organic and inorganic preparations and a carefully arranged series of experiments.

(b) Laboratory practice. Four hours a week throughout the session. Under the supervision of the professor each student conducts a systematic course of experiments, designed to illustrate the leading facts and principles of the science. Accuracy and cleanliness are insisted upon, and emphasis is laid on the correct observation and interpretation of chemical phenomena. Some of the simpler organic compounds are made during the latter part of the session.

Text-books: Remsen's Briefer Course, Remsen's Advanced Course, Remsen's Laboratory Manual, Richter's Inorganic Chemistry, Remsen's Organic Chemistry, Fittig-Wöehler's Organic Chemistry, Bernthsen's Organic Chemistry.

2. During the first half-session, two lectures a week on the history of chemistry are given. The subject is treated as fully as time allows from the first dawn of the science to recent times. The laboratory work consists of blow-pipe analysis and qualitative analysis by the wet method. Complete analyses are made of salts, alloys, ores and minerals.

Text-books: Nason's Blow-pipe Analysis, Appleton's Qualitative Analysis, Von Meyer's History of Chemistry.

3. Ten hours a week during the entire session is required in the laboratory with the privilege of working thirty hours. Two-thirds of the time is given to quantitative analysis, both gravimetric and volumetric. Salts, ores, minerals, coins, German silver and other alloys

are determined. The complete analysis of milk and potable waters receives due attention. Lectures are also given on the various methods of quantitative determinations. The remainder of the session is employed in the production of complicated organic and inorganic preparations, and the elementary analysis of organic substances by combustion. This course pre-supposes a reading knowledge of German.

Text-books: Wankyln's Water Analysis, Wankyln's Milk Analysis, Miller-Killiani Analytical Chemistry, Appleton's Quantitative Analysis, Mohr's Analytical Titration Methods, Fisher's Organic Preparations, Levy's Organic Preparations, Renouf's Inorganic Preparations, Current Chemical Literature.

The laboratory is a large, well-ventilated room with working space for forty-eight students. It is supplied with gas and water and has all modern conveniences for successful work. There are also a commodious lecture-room, a weighing-room, and store-rooms for apparatus and chemicals. Various additions have been made during the year, including an analytical balance, combustion furnace, and water-pumps for quick filtering. Everything needed for rapid and accurate work is provided.

The chemical library contains the American Chemical Journal, the Berichte der Deutschen Chemischen Gesellschaft, and many of the leading American, English and German text-books. These are at all times accessible to the students.

In each course a laboratory fee of five dollars per half-session is charged.

GEOLOGY AND MINERALOGY.

PROFESSOR KNIGHT.

COURSE.

Instruction is given throughout the year by text-book and lectures. The class-room exercises are supplemented by field work, that the student may observe various formations and realize that geologic forces are still in operation. The cabinet contains numerous crystal models and specimens of all leading types of minerals. Each student has practice in the determination of minerals through external characters and by the use of the blow-pipe.

Text-Books: LeConte's Geology; Weisbach's Determination of Minerals by their External Characters; Dana's Manual of Mineralogy and Lithology.

PHYSICS.

PROFESSOR WIGHTMAN.

Many additions and improvements have recently been made to the Physical Department, chiefly in the appliances used in the study of sound, light and electricity. For the study of sound, in addition to stock apparatus, there have been obtained tuning-forks, a good siren and a set of organ pipes, and Quincke's tubes; for light, projection apparatus for spectrum analysis; in electricity, galvanometers and resistance boxes of most approved pattern.

COURSE.

GENERAL PHYSICS--Instruction is given in two complementary parts. (a) Recitations. (b) Laboratory Work, extending throughout the year.

(a) In recitations the class meets three times a week throughout the year. The course is elementary and general. It embraces: Mechanics of Liquids, Solids, Gases; Sound; Heat; Light; Eelectricity. Instruction is given chiefly by experimental lectures, and in this way parts of the text-books are largely supplemented. About two hundred and fifty demonstrations are given by the Director.

Text-Book: Lessons in Elementary Physics, Stewart; or, University Physics, Carhart and Chute.

(b) LABORATORY WORK.—Two hours a week. In addition to the regular recitations, the student will be required to perform, under the supervision of the Director, as thoroughly as possible, a series of experiments, repeating what was done before him in the recitations, and also performing other experiments which will be assigned to him. He thus, by experience, becomes acquainted with the fundamental laws of matter explained in his text-book.

Laboratory Manual: Practical Physics, Chute.

First year, collegiate Mathematics or its equivalent is required for admission to this class.

Five dollars per half session will be charged as a Laboratory fee.

ASTRONOMY.

PROFESSOR KNIGHT.

COURSE.

This class meets three times a week during the second half-session. The course is a general one, and partly concerns the instruments,

methods, and data of practical astronomical work, partly is descriptive of the present state of astronomical knowledge. The work is done by recitations, lectures and observations. Special work in observation is assigned to individuals, upon which they report before the class. The Lutz Observatory, founded by Mrs. M. A. Lutz, in memory of her husband, F. A. Lutz, formerly a trustee of the College, is provided with sextant, transit instrument, a reflecting telescope of five inches aperture, and a refracting telescope of five and a quarter inches aperture, made by Byrne, worked over by Alvan Clark & Sons. This telescope is equatorially mounted, and is provided with driving clock and graduated circles. The facilities of the Observatory are made perfectly accessible to the class. Experimental Physics and Trigonometry are required for admission.

Text-Books: Newcomb and Holden's Astronomy.

BIOLOGY.

PROFESSOR WIGHTMAN. MR. CHRISTIAN.

The Biological Department occupies a suite of three rooms in Science Hall. These are a lecture-room, a library and office, and a laboratory. The lecture-room is well-equipped with modern conveniences. In the library and office are located the working museum and reference library. The laboratory is a large, well-heated and ventilated room, with good illumination. The equipment offers an excellent opportunity for an earnest student to acquire the fundamental principles of Biology. Gas and water pipes are well distributed, a distilling apparatus furnishes an abundance of distilled water, while incubators, microtomes, microscopes, plethysmographs, tambours, sphygmographs, myographs, an artificial heart and blood-vascular system and skeletons mounted and disarticulated are some of the appliances used by the student.

COURSES.

Two courses in Biology are offered, each a year in length.

1. GENERAL BIOLOGY.—The purpose of this course is to survey the living world by the study of typical forms. No attempt is made to develop botanists, zoologists or physiologists; but the chief aim is to put within the student's grasp a knowledge of the broad principles underlying the structure and physiology of living things by a study of the character-

istics of living matter, of growth, development, reproduction, and comparative anatomy.

The following are some of the topics discussed: The bacteria, including the diseases of plants and animals with their causes and prevention; the principles of hygiene, the digestion and assimilation of food, heredity, the influence of education, and many sociological problems, such as the effect of food and habit on the working power of the race. Instruction is given by means of (a) Lectures, (b) Laboratory Work.

(a) LECTURES--Three hours a week throughout the year. This course will embrace a comparative study of living things—animal and vegetable. Beginning from such simple microscopic organisms as the Yeast plant and the Amœba, the student will be led to consider successively higher types chosen from the great classes of the animal and vegetable kingdoms until he reaches such a complex organism as a common flower, the buttercup, and a typical mammal—the rat or rabbit. The work of the year will include the study of Embryology and phanerogamic Botany. In Embryology the development of the chick will be taken as a type; in Botany special attention will be paid to the methods of collecting, preserving and classification of specimens.

(b) LABORATORY WORK—Four hours a week throughout the year. Each student is supplied with reagents and instruments and with a table, microscope, and all apparatus necessary for successful work. About fifteen typical forms are studied. The order of work is from the simpler to the more complex organisms. The principles of microscopy, the handling, staining, mounting and sketching of specimens, and the comparison of one form with another are essential features of the work. About five weeks are given to Embryology. Each student is required to hand in a selected herbarium properly arranged and mounted.

A laboratory fee of five dollars per half session is charged.

One year's work in Physics is required for admission to this course.

2. COMPARATIVE ANATOMY AND PHYSIOLOGY.—The aim of this year's work is to enable the student to become familiar with the principles of Biology manifested in man and the higher animals. In this class, also, instruction will be given by means of (a) Lectures, and (b) Laboratory Work. The lectures will be amply supplemented by suitable demonstrations, and in the laboratory the student becomes

acquainted by experience with the details of microscopy and with the methods of experimental physiology. The following synopsis of the course will give an idea of its scope:

(a) LECTURES.—Three hours a week throughout the year. The subjects embraced in this course are—

(1) Comparative anatomy of mammalia.
(2) Microscopic anatomy of man and higher animals.
(3) Physiology and hygiene of man.

(b) LABORATORY WORK—Four hours a week throughout the year.

(1) Dissection of dog or rabbit. About five weeks are given to this work. Included in it is a study of human Osteology. As guides, Howell's Dissection of the Dog or Parker's Zoötomy and Gray's Anatomy are followed.

(2) Preparation and microscopic examination of the tissues of man and the higher animals. Almost every tissue and organ of the human body is microscopically studied. This work includes the details of microscopic technique as the killing, hardening, imbedding, cutting and staining of preparations, the injection of organs, and the sketching of the sections prepared by the student. Schaefer's Essentials of Histology is followed.

(3) Demonstrations and experiments on the physiology of the organs of man and the higher animals. Close attention is paid to the working of muscle, the innervation of the heart, vaso-motor effect, digestion and assimilation, respiration, excretion, and the functions of the central nervous system. Suitable apparatus is at hand for the use of the student. Stirling's Practical Physiology is the basis of work.

A laboratory fee of five dollars per half session is charged.

For admission into this course one year's work in Chemistry and Physics is required.

PRELIMINARY MEDICAL COURSE.

Randolph-Macon College is in no sense a technical school. Many young men, however, are looking forward to the study of medicine after the completion of their regular A. B. course. To these young men it will be most advantageous to incorporate into their studies all the courses in Chemistry, Biology and Physics. These studies form the basis of modern medicine. Such a young man will then secure not only the mental development due to systematic collegiate work, but, in addition, will have laid a firm foundation for his professional course.

MATHEMATICS.

PROFESSOR SMITHEY. MR. KILBY.

I. PURE MATHEMATICS.

The work of this department is designed to give an accurate knowledge of the fundamental ideas and of the scope of the chief branches of Pure Mathematics, and to render their principles effective in developing in the student the power of independent and consecutive thought. In all the courses, the working of original exercises during the session and at the examinations is required as a test that the subjects that are studied are understood. The method of instruction is, in most of the courses, by text-books, supplemented by informal lectures.

COURSES.

1. ALGEBRA—Quadratic Equations and Simultaneous Equations involving Quadratics, Theory of Quadratic Equations and Quadratic Expressions, Imaginary Expressions, Ratio, Proportion, Series, Mathematical induction, Permutations and Combinations, Binomial Theorem, Logarithms, Probability. Todhunter's College Algebra. Five hours a week. Written work weekly.

2. DETERMINANTS.—A brief course, designed to give a working knowledge of the theory of Determinants with some of its more important applications. Peck's Determinants. Five hours a week. Written work weekly.

3. PLANE AND SOLID GEOMETRY—Regular Polygons and the Circle, Theory of Limits, Proportional Lines, Similar Figures, Comparison and Measurement of the Surfaces of Rectilineal Figures, the Plane, Polyhedra, the Cone, the Cylinder, the Sphere and their Measurement. Numerous original exercises. Euclid, edited by Hall and Stevens; Bartol's Solid Geometry. Five hours a week. Written work weekly.

4. TRIGONOMETRY—Plane and Spherical, with applications and use of Logarithmic tables. Newcomb's Plane and Spherical Trigonometry; Newcomb's Logarithmic Tables. Four hours a week. Written work weekly.

5. THEORY OF EQUATIONS—General Properties of Equations, Solution of Numerical Equations, Commensurable Roots, Incommensurable Roots, Methods of Approximation, General Methods and Theorems, Complex Quantities, Symmetric Functions of the Roots of an Equation.

The subject is treated by lectures. Todhunter's Theory of Equations for reference. Four hours a week. Written work weekly.

6. Analytical Geometry of Two Dimensions.—Construction and Discussion of Equations, the Straight Line, the Circle, the Conic Sections, Discussion of the General Equation of the Second Degrée. Puckle's Conic Sections. Four hours a week. Written work weekly.

7. Analytical Geometry of Three Dimensions—A brief course. The subject is treated by lectures. Three hours per week.

8. Differential Calculus.—Differentiation, Expansion of Functions, Evaluation of Indeterminate Forms, Functions of several Independent Variables, Implicit Functions, Change of the Independent Variable, Maxima and Minima of Functions of one and two Variables, Tangents and Normals, Asymptotes, Concavity and Convexity, Contact, Curvature, Evolutes and Involutes, Envelops, Curve Tracing. Todhunter's Differential Calculus. Three hours a week.

9. Integral Calculus.—Elementary Forms, Methods of Integration, Double Integration, Rectification, Areas of Plane Curves and Surfaces, Volumes of Solids. Todhunter's Integral Calculus. Three hours a week.

10. Parallel Reading.—The object of this course is to give students some knowledge of the history and of the philosophy of Mathematics.

Arrangement of the Courses by Years.—Courses 1, 2 and 3 follow each other consecutively, and, taken in connection with other studies, form the first year's work in Mathematics. Courses 4, 5, 6 constitute the second year's work, and courses 7, 8, 9, 10 the third.

Requirements for Degrees—Courses 1, 2, 3, 4, 5, 6 are required for the degree of Bachelor of Arts. Courses 7, 8, 9, 10 can be taken as a substitute for the third year's work in Latin in the Bachelor's Degree, and they can be offered as electives for the degree of Master of Arts.

II. APPLIED MATHEMATICS.

While the College does not aim to give students a technical education, yet facilities are afforded by which a knowledge of some of the more useful applications of mathematical principles may be acquired. The following courses are offered in Applied Mathematics:

1. Descriptive Geometry.—Problems of the Point, the Line and

the Plane, Surfaces, single-curved and double-curved, Intersections, Tangencies, Shades and Shadows, and Perspective, Isometric Projections.

2. Land Surveying.—Computation and Division of Areas. Field practice is given with the chain, the compass, the theodolite and the level.

MORAL PHILOSOPHY.

Professor Kern.

In this department are two courses of study, with the following arrangement of subjects and recitations:

COURSES.

I. (1) Psychology, Logic, Ethics. Four recitations a week throughout the year.

Text-books: Hopkins' Outline Study of Man; Jevons' Lessons in Logic; Hopkins' Law of Love.

(2) Psychology, History of Philosophy, Natural Theology. Three recitations a week throughout the year.

Text-books: Porter's Elements of Intellectual Science; Flint's Theism.

The text-book is used either as the basis of instruction or its point of departure. The student's own opinions are never accepted as a substitute for the knowledge of the subject as taught; but independent thinking is encouraged. Free use is made of diagrams on the blackboard, in illustrating psychological relations. As a means to the attainment of practical familiarity with logical formulas and the detection of fallacies, weekly exercises in Logic are required during the greater part of the first year.

A special course of lectures on Psychology is given to the class of the first year. To this class, also, a course of lectures on the Physiological Basis of Psychology is delivered by Dr. A. C. Wightman. The subject is amply illustrated with human and other brains, and with demonstrations of the action of the brain, the spinal cord, and the sense-organs.

The History of Philosophy is studied through the whole session. A brief survey of the course of philosophical thought, ancient and modern, is given in lectures; and in addition, suitable reading in the works of representative philosophers and their historians is required.

It is believed that the course, as a whole, is an adequate introduction to the study of Philosophy.

II. Political Economy—This class meets twice a week throughout the session. It is usually taken separately from the other classes of the department, and for satisfactory attainments in it a certificate of distinction is awarded. The study of some question in practical economics is assigned as parallel work. The book used for this purpose next session will be "*Ely's Socialism and Social Reform.*"

Text-book: F. A. Walker's Political Economy.

THE ENGLISH BIBLE.

Professor Kern.

COURSES.

1. Biblical Introduction. Three recitations a week throughout the year.

Text-books: Swinton's Bible Word-Book; Freeman's Bible Manners and Customs; Old Testament History (Lectures); Barrow's Companion to the Bible (Part II).

Parallel Reading: Schaff's Through Bible Lands.

2. New Testament Exegesis. Three recitations a week throughout the year.

Text-books: Barrow's Companion to the Bible (Parts III and IV); Stalker's Life of Christ; The New Testament.

Parallel Reading: Stalker's Life of Paul; Bernard's Progress of Doctrine in the New Testament.

3. Homiletics and Pastoral Theology. Three recitations a week throughout the year.

Text-books: The Professor's Lectures on Homiletics and Pastoral Theology.

Parallel Reading: Deems' Sermons; Willcox's The Pastor Amidst His Flock.

This department has been established with special reference to the needs of students for the Christian ministry.

From first to last the English Bible is in the student's hands; and he is expected to acquire a general knowledge of its origin and contents, an acquaintance with Biblical antiquities, and some familiarity with right methods of exegesis and the true theory of preaching.

In homiletics, weekly written exercises are required throughout the session.

PHYSICAL CULTURE.

Mr. A. S. Thompson.

In adding this department to the College, the Trustees had in view two well-established facts:

First. That to maintain the best results in intellectual work, the student must have a healthy, vigorous frame, in order to stand the heavy drain made upon his system by constant mental application.

Second. That the period between sixteen and twenty-six years of age furnishes the best opportunity for overcoming hereditary defects, for filling out undeveloped parts of the body, and for building up for the work of life a sound constitution.

To accomplish the first end, students, on entering this department, are divided into classes that meet three times weekly. The instructor sees that they exercise regularly and sufficiently, and yet do not go beyond their strength. The apparatus used for these classes are dumb-bells, clubs, wands, ladders, vaulting-horses and chest-weights.

The second object is more especially the scientific aim of this department. Each student, on entrance, is measured by the director, and his strength tested in every way by instruments specially made for this purpose. These measurements, compared with the standards taken according to height, show him where he is physicially most deficient. To aid him in remedying these defects, the director gives him a card, on which his measurements are given, and the apparatus suited to his needs is named, and the extent of its use indicated. This card—a Physical Culture prescription—is to serve the student as a guide when he is not in the hands of the instructor.

EXPENSES.

The necessary expenses for a student in this College are very moderate.

I. COLLEGE FEES—HALF SESSION.

Matriculation fee, per half session	$7 50
Medical fee, per half session	3 00
Tuition fees in three or more departments	37 50
Tuition fee in one department	20 00
Laboratory, Chemical and Biological, each per half session	5 00

Course in Biblical Literature, free.

Rooms in the College buildings are free, and no charge is made for the hire of servants employed to keep them in order.

A charge of $2.50 per half session will be made for the use of apparatus, bath-rooms, etc., in the Physical Culture department, and a Laboratory fee of $5 each for material and use of apparatus in the Chemical and Biological laboratories to students in those courses.

TERMS OF PAYMENT.

Payment of half-session College fees is required strictly in advance. No tuition fees will be remitted except in cases of severe illness disqualifying the student for work, and then only when more than half a term is lost. Board and washing bills may be paid monthly.

II. BOOKS, BOARD, ETC.

Text-books and stationery can be obtained in the town at or below publisher's list-prices.

The charges for board per month are as follows:

Meals at private boarding-houses	$9 to $12 00
Washing, lights and fuel (estimated)	1 50

Board may be obtained in private families, including furnished rooms, meals, washing, lights, fuel, and servants' attention, for $13 to $18 per month. Most of the students room in the College buildings.

RECAPITULATION.

The necessary expenses per half session for board, washing, lights, fuel, matriculation fee, medical fee, and tuition fees in three schools	$93 00
To privileged students (see page 52)	57 50

This is the least possible amount required, exclusive of books, clothing, pocket-money and traveling expenses.

SCHOLARSHIPS.—Students applying for admission on scholarships issued before 1868 will be required to present the scholarship certificates, certified copies thereof, or satisfactory evidence of ownership and of the rights and privileges thereby conferred. Applicants for admission on the TWO-HUNDRED-DOLLAR SCHOLARSHIPS (other than the children of the original purchasers thereof) will, in addition to the foregoing, be required to certify that they have been granted the use of the scholarship purely as charity, and that they desire its privileges as "charity or beneficiary students," not being able to pay for their tuition fees.

PRIVILEGED STUDENTS.—All students preparing for the ministry are exempt from tuition fees, but are required to pay their matriculation and medical fees. Such students are required to bring the recommendation of the Quarterly Conference of the pastoral charge to which they belong, and to give bonds for the payment of their tuition fees in two years after leaving College, conditioned on their failure to devote themselves to the ministry. The sons of itinerant ministers of the Virginia and Baltimore Conferences of the Methodist Episcopal Church South are also educated without charges for tuition.

DEPOSITARY.—We advise parents or guardians to deposit with the *Treasurer*, by draft, check, postoffice order or registered letter, the amount of money needed to meet the regular expenses of a student for tuition fees, books and board. *Moneys, except for these objects, will not be received by the Treasurer.* It will then be readily known at home whether a young man is economical or extravagant in his expenditures.

We ask special attention to this item.

ROOMS AND FURNITURE.—Rooms in the College building should be engaged in advance. Injuries to the College property, other than the usual wear and tear, must be paid for by the offender. Furniture may be brought from home or purchased in Ashland or Richmond. Beds, bedding, toweling, etc., should be provided by the student. To this end, let each student who intends to room on the College grounds, bring with him a pair of sheets, a pair of blankets, a bed-quilt, a pillow, and a half-dozen towels.

ENDOWMENT.—Very considerable additions have in latter years been made to the endowment funds of the College, enabling us to offer increased facilities to the young men who are seeking to prepare them-

selves for useful and successful lives. Contributions to this fund are investments which will yield rich returns in the benefits conferred on the youth of our own generation and of those who shall come after, and through them on Church and State. It is hoped that those who contemplate such benefactions will embrace the present occasion, when special effort is being made to increase the endowment, and when their example will encourage and stimulate others, and thus multiply the gift. Correspondence upon this subject is solicited.

We would also call the attention of those who desire by legacy to advance the cause of Christian Education, to the advisability of placing their contributions with an institution of established character and permanent and extended field of usefulness. Every addition to its attractions makes preceding gifts more valuable, and the new contribution is in turn more useful because of the foundation laid by previous benefactions. There is no danger that, from insufficient support, the donation may fail to accomplish its beneficent purpose.

Form of Legacy.—"I give and bequeath to the Trustees of Randolph-Macon College, at Ashland, Virginia, the sum of —— dollars, for the benefit of said Institution."

Gifts of real estate should be made to "the Trustees of Randolph-Macon College," and attested as similar deeds of gift in other cases.

☞ Application for rooms or for further information with regard to the College should be addressed to Capt. Richard Irby, Secretary and Treasurer, Ashland, Va.

CALENDAR.

Commencement Exercises, June, 1896.

Sunday, June 14th, 11 A. M., annual sermon before Y. M. C. A. by Rev. C. Forest Moore.

Tuesday, June 16th, 9 A. M., meeting of the Board of Trustees.

Wednesday, June 17th, 12 M., oratorical contest for Sutherlin Prize Medal.

8 P. M., annual address before the Society of Alumni by Rev. W. H. Atwill, of Norfolk, Va.

8 P. M., celebration of the Washington Literary Society. Addresses by Rev. R. J. Bigham, D. D., and by representatives of the Society.

9:30 P. M., annual meeting and banquet of Society of Alumni.

Thursday, June 18th, 11:30 A. M., annual address by Rev. L. T. Townsend, D. D., Baltimore, Md.

1 P. M., distinctions and diplomas awarded, degrees and prizes conferred.

8 P. M., celebration of Franklin Literary Society. Addresses by Rev. H. W. Battle, D. D., and by representatives of the Society.

The Session of 1896–'97.

The session is divided into two terms, with no vacation between them.

Thursday, September 17th, 1896, first term begins.

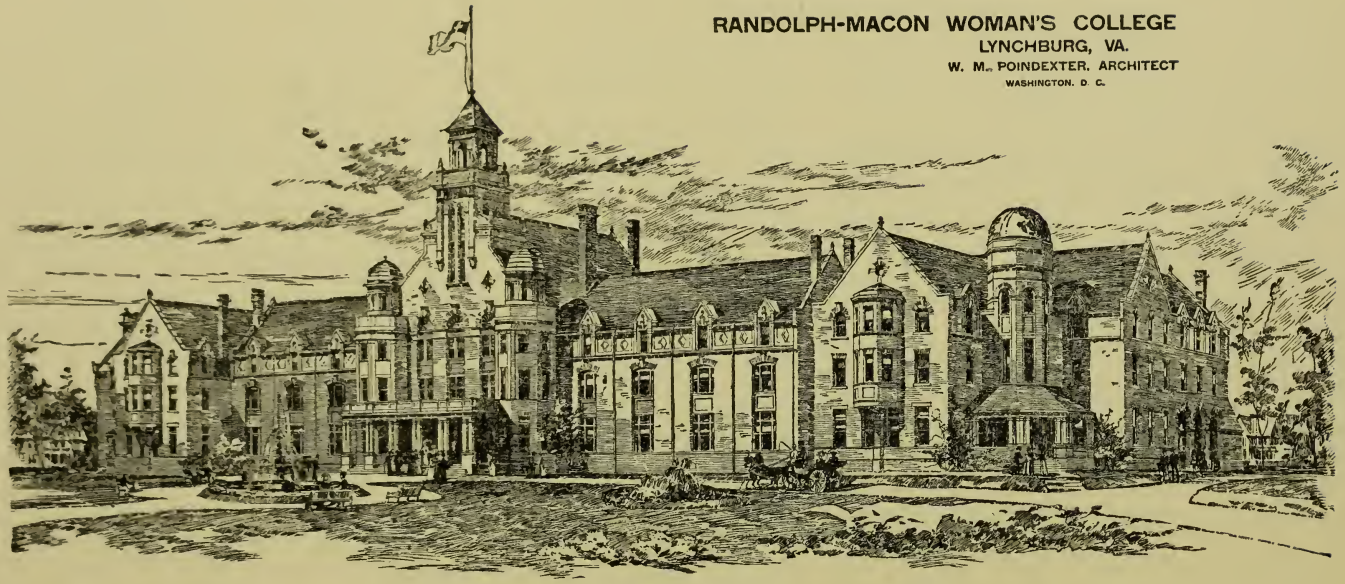
Thursday, February 5th, 1897, second term begins.

Thursday, June 17th, 1897, session closes.

The Annual Debates.

Friday, April 2d, 1897, 8 P. M., public debate of Washington Literary Society.

Friday, April 9th, 1897, 8 P. M., public debate of Franklin Literary Society.



RANDOLPH-MACON WOMAN'S COLLEGE
LYNCHBURG, VA.
W. M. POINDEXTER, ARCHITECT
WASHINGTON, D. C.

II. Randolph-Macon Woman's College

LYNCHBURG, VA.

GENERAL INFORMATION.

Purpose. This institution is the result of an effort to found a college in Virginia which should offer to women the same advantages and require the same attainments for graduation as are afforded and required at our best Virginia colleges for men. With six endowed colleges and two universities for men in this educating State of the South there was no endowed college offering similar facilities to women. Hence the resolution of the founders in 1891, which is framed for the guidance of the executive officers of the College:

> *"We wish to establish in Virginia a College where our young women may obtain an education equal to that given in our best colleges for young men, and under environments in harmony with Southern ideals of womanhood; where the dignity and strength of fully developed faculties and the charm of the highest literary culture may be acquired by our daughters without loss of woman's crowning glory, her gentleness and grace."*

The Board of Trustees hope and believe that this effort will secure the approbation of our people, and enlist their support. It is hoped that the opportunity to measure themselves by this standard will be to the young women of our Southland an inspiration to higher attainments in scholarship. We seek to have them secure the power of knowledge and the charm of culture, without sacrifice of those peculiar qualities for which they are so justly admired.

Location. The site chosen for the College is a commanding elevation on Rivermont Avenue. It is twelve minutes ride by the electric car line, which passes the College gate, to the business centre of the city of Lynchburg, yet in its twenty acres of campus, diversified with dale and copse, it has the quiet of seclusion and the charm of rural beauty. The scenery is beautiful and inspiring. The noble Peaks of Otter rise to distant view in the west, while lesser spurs of the Blue Ridge lie around in closer proximity. The drainage is naturally perfect, and all the conditions of health

which characterize this famous Piedmont region of Virginia are found united here. Increased vigor and healthy physical development usually accompany the intellectual advancement of our students.

Buildings. The buildings front 340 feet, with large extensions in the rear. They have been designed after careful consideration of the needs, present and prospective, of a completely equipped college, based upon knowledge of some of the best college plants in Virginia, and special examination of the buildings and equipments of the leading Northern colleges for women. Lecture-rooms are provided for the Languages (Ancient and Modern), the Natural Sciences, Mathematics, Philosophy, Music and Art; Laboratories for Chemistry, Biology, Physics and Psychology; Gymnasium and appliances for Physical Culture; Astronomical Observatory, Chapel, Dining Hall and Dormitories, all heated, lighted and ventilated after approved modern plans. Signals for classes, &c., are given by bells distributed through the corridors and rung automatically by an electric program clock.

The Jones Memorial Library. By the liberality of Mr. and Mrs. Geo. M. Jones, of Lynchburg, and as a memorial to their deceased daughters, Georgie Lee and Lillie Fannie Jones, a beautiful library hall, with shelf room for 20,000 volumes, is in course of erection. It will be ready for use in September.

Gymnasium. An excellent gymnasium is provided and equipped with scientific appliances for the natural development of the physical organs and for the rectification of incipient disorders which are capable of being reached by exercise, such as weak lungs, curvature of the spine, etc.

Bath Rooms. An adequate number of bath rooms are provided on each floor of the building.

The Grand Corridor. Interior corridors, long, wide and high-pitched, run through the building. The grand corridor on the first floor is 340 feet long, twelve feet wide, and fifteen feet high, and forms a striking feature of the building, especially when thronged with students as classes are called or dismissed, or with promenaders after tea and before study hours.

Endowment. In order to put the institution upon an equal footing with the colleges for men with which it is to compare, it was determined that it should be endowed, and more than $100,000 has been secured and set aside as a nucleus for that purpose. This endowment, which we trust will soon grow to $500,000, has enabled us to secure professors of high ability and scholarship. As means increase, loan funds, scholarships, fellowships, and other aids will be provided, to assist capable students of limited means to secure the advantages of the College.

Government. The government of the College will correspond to the character of the students expected. Demerits and penalties are not relied upon to secure observance of College regulations. These are only such as are necessary to the comfort and success of students, and appeal is made to their sense of propriety and right. Vexatious and needless restrictions are dispensed with. Ladylike and studentlike conduct is expected of all, and the responsibility placed upon them is one of the educative forces of the College. Should any student persistently fail to respond to this expectation, she must be withdrawn as unprepared for College responsibilities.

Young ladies boarding in the College will be treated as daughters of equal maturity in a well-regulated Christian family. It will, however, be borne in mind that they are gathered for nine months for a serious purpose, and the regulations of the College will be such as to protect them from interruption or distraction.

Medical Care. Believing that careful, skilled supervision of sanitary arrangements and daily medical attention will greatly conduce to the health of students, we have engaged a physician of repute and experience to take charge of these matters. He will be present each morning to be consulted by any student who may be indisposed, to attend all cases of sickness in the College, and to supervise the sanitary arrangements of the institution. The cost of this medical attendance is included in the published expenses.

Religious Advantages. The daily exercises of the College are opened with religious services. On Sabbath mornings Bible classes are taught in the College by the professors. Students attend the church of their choice in the city at eleven o'clock, and special services are conducted in the College in the evening. The

Y. W. C. A. conducts a weekly prayer-meeting on Wednesday evenings. We seek to make the atmosphere of the College morally pure and spiritually uplifting. Reverent worship without cant, earnest religion without fanaticism, is our aim.

Literary Societies. The Washington and Franklin Literary Societies are conducted with enthusiasm and success. They furnish an important culture to their members and constitute an interesting feature of the college life. They share with the societies in the other Randolph-Macon institutions in the publication of the Randolph-Macon Monthly.

The MAGAZINE CLUB holds interesting and profitable meetings on alternate Saturday evenings, to the great profit and pleasure of its members.

Recreations. Besides the regular drills of the Gymnasium, tennis, croquet, and basket-ball facilities are provided. Those for whom these exercises are too vigorous find delight in rambling in chosen company in the capacious campus or toward the purpling mountains, shadowed by the declining sun.

From eight to ten P. M. on Saturday evenings is devoted to social enjoyment, alternating between "Public Evening," when friends of the College, who have been properly introduced and are enrolled upon our visiting list, are received in the College parlors, and "Home Evening," when some pleasant entertainment, planned by the ladies of the faculty in turn, is provided. Tableaux, games, amusements of various sorts, with refreshments, combine to make these occasions very enjoyable, while they serve an important educational purpose in relaxing the strain of continuous work. The College home life is, we trust, happy and helpful.

Class Organization. The plan of organization is the same as at the College for men, see page 30. Each student is enrolled in her appropriate classes (not less than four nor more than five, except for special reasons), after conference with the President and Professors, and, as the work of each class is satisfactorily completed, she receives a certificate therefor. When the entire course of instruction in any subject is completed, a Graduate Diploma in that subject is issued, and when all the courses required for the B. Lit., A. B. or A. M. degrees are satisfactorily completed, the student receives the

degree, whether she has attended one year or four. Thus capacity, energy and previous attainments are given free scope, and those who can may carry off the prizes of scholarship without loss of time by the clog of classmates less capable or industrious. Those students also who, for any reason, cannot remain to take a degree, obtain year by year recognition of the work done in the Certificates of Distinction in the lower courses and the Diplomas in the final course in each subject.

Thorough knowledge of each course is required as the condition of advancement to the next higher in that subject.

Degrees. The degrees conferred are Bachelor of Letters (B. Lit.), Bachelor of Arts (A. B.) and Master of Arts (A. M.). The requirements for these degrees are:

1. Bachelor of Letters.—Approved examinations are required in the following courses:

English, Courses 1, 2 and 4.
Latin, through Course 4.
French, through Course 1.
*German, through Course 1.
Mathematics, through Course 2.
Chemistry, through Course 2.
Physics, through Course 3.
Music or Art, through Course 2.
Biology, through Course 1.
Psychology, through Course 1.
Philosophy, through Course 1.

2. Bachelor of Arts.—Approved examinations in the following courses:

English, Course 1, 2 and 4.
Latin, through Course 6.
Mathematics, through Course 4.
†German, through Course 1.
†French, through Introductory.
Psychology, through Course 1.
†Philosophy, through Course 2, Part 1.
Chemistry, through Course 2.
Physics, through Course 3.
Biology, through Course 1.

3. Master of Arts.—For this are required:

1. The A. B. degree.
2. Four of the following electives:

English Courses 3 and 5.
Greek Courses 5 and 6.
German Course 2.
French Course 2.
Mathematics Course 5, 6 and 7.
Philosophy Course 3.
Chemistry Courses 3 and 4.
Pedagogy Courses 4, 5 and 6.
Biology Course 2.
Physics Course 4.
Music Courses 5 and 6.
Art Course 5.

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* For German, Greek through Course 2 may be substituted.

† The following electives are allowed:
(1) For Course 1 in German, Course 1 in French.
(2) For French and German, Greek through Course 4.
(3) For Part 1 of Course 2 in Philosophy, Courses 2 and 3 in Pedagogy.

Other Honors. I. Certificates of Distinction.—A student making eighty per cent. of the examination values in a course below the highest in any subject will receive a Certificate of Distinction in that course.

II. Special Diplomas.—A student completing satisfactorily the highest course in any subject will receive a diploma on that subject.

Examinations. There are two examinations, conducted in writing, one at the close of the half-session in February, the other at the close of the session in June. A student who fails to pass an approved examination loses her right to advance to a higher class. Students are required to attend these examinations of their classes, and whenever, for any cause, a special examination is asked for it must be at the expense of the student.

Reports. A report of the standing of each student is made to the parent or guardian at the end of every five weeks during the session, and such special remarks will be appended as each case may demand.

Requirements for Admission. Boarding students applying for matriculation must be prepared to enter at least three of the literary courses in the "Course of Instruction" outlined on pages 63 to 82. Those who wish to specialize on Music or Art are only required to carry two literary studies. Day pupils will be accepted for any class or classes taught at the college for which they are prepared. They are immediately responsible to their parents for the proper employment of their time.

COURSES OF INSTRUCTION.

The subjects in which instruction is given in the College are English, Latin, Greek, German, French, Mathematics, Chemistry, Geology and Mineralogy, Physics, Biology, Philosophy, Pedagogy, Music, Art, Elocution, and Physical Culture.

In these subjects courses of study are arranged leading to the degrees of Bachelor of Letters, Bachelor of Arts, and Master of Arts.

ENGLISH.

PROFESSOR ARMSTRONG. MISS MAPP.

[To honor the memory of a noble young lady, and to perpetuate her usefulness, this Chair has been endowed and named by her friends "THE SUSAN DUVAL ADAMS CHAIR OF ENGLISH.]

Six courses are offered in English. Of these, Courses 1, 2, and 4 are required for the degree of Bachelor of Arts. Courses 3 and 5 entitle the successful student to a diploma on English and advance her toward the degree of Master of Arts. In Course 1, instruction is given in the theory and practice of composition. Courses 2 and 3 follow the development of Modern English, Prose and Poetry, and furnish material for studies in Description, Narration, Exposition, Argumentation, and Persuasion. Subjects in connection therewith are assigned every week, and the papers handed in are carefully criticised and afterward discussed in class. Courses 4 and 5 present the historical development of the language through Old and Middle English. Course 6 is devoted to the discussion of special topics in literature.

In order to meet the needs of those who have not been able to make full preparation for college, an introductory course of one year is offered. Students desiring to enter a higher class will be required to stand an examination on the subjects taught in preceding courses.

INTRODUCTORY YEAR.

First Term.—Review of Grammatical Analysis; Elementary Rhetoric; Outline of American Literature. Exercises. Five times a week.

Text: Grammatical Analysis; Genung's Outlines of Rhetoric; Selections from simple prose.

Second Term.—Elementary Rhetoric; Outline of English Literature. Five times a week.

Text: Genung's Outlines; Brooke's Primer of English Literature; Selections illustrating Style.

NOTE.—Stress is laid in this year upon sentence-relations. Exercises are required every week.

COURSES.

1. Higher Rhetoric; Discussion of Style and Invention. Special attention is given to the Paragraph. Five times a week during the year.

Text: Genung's Practical Rhetoric; Selections to illustrate Style and Invention.

2. Development of Poetry and Prose from the 16th to the 18th century; Discussion, by means of rhetorical analysis of selections from representative authors of the period, in papers presented every week. These papers are the basis for work on essay form and for practice in the Kinds of Inventions. Open to those who have been passed on Course 1. Once a week through the year.

Text: Gummere's Poetics; Popular editions of authors selected; Library reference-books.

3. Characteristics of 19th century Poetry and Prose. Discussion the same as in Course 2. Open to those who have been passed on Course 2. Once a week through the year.

Text: Popular editions of authors selected; Library reference-books.

4. Old English: Phonology, Forms, Syntax, Exercises (English into Old English), Translations. This course is taken in the same year with Course 2. Twice a week through the year.

Text: Bright's Anglo-Saxon Reader; Cook's Exercises in Old English.

5 Middle English; History of the Language. This course is taken with Course 3. Open to those who have taken Course 4. Twice a week through the year.

Text: Morris & Skeat's Selections; Lounsbury's Revised History of the English Language.

Courses 3 and 5 are electives for those applying for the degree of A. M.

LATIN.

PROFESSOR SHARP.

There are in Latin an introductory class and six College courses.

Students applying for admission to any class must be prepared to give evidence of sufficient acquaintance with the work of preceding courses. Exercises in translating from English into Latin are required at least once a week; also occasional written translations from Latin into English. For each course selections are made for parallel reading from the authors read in that course.

The Introductory Class has been organized for the benefit of pupils not far enough advanced for admission to the regular College courses. For entrance to this class, an accurate knowledge of the Latin forms is required, and some experience in translating from Latin into English and from English into Latin.

INTRODUCTORY YEAR.

First Term.—Bennett's Grammar, School Edition; Selections from Cæsar and Sallust. Five times a week.

Second Term.—Bennett's Grammar completed; Selections from Curtius and Ovid; Creighton's History of Rome. Five times a week.

COURSES.

1. CICERO'S ORATIONS; CICERO'S SELECTED LETTERS; Gildersleeve's Grammar (Lodge) and Exercise Book. Three times a week.

2. VIRGIL'S ÆNEID and PASTORAL POEMS; Grammar, with careful study of Dactylic Hexameter and weekly exercises. Three times a week.

3. LIVY; PLINY'S EPISTLES; Grammar and weekly exercises. Three times a week.

4. ODES, SATIRES and EPISTLES OF HORACE; Selections from Cicero's Philosophical Writings; Grammar, with weekly exercises. Lyric Poetry, with written exercises in application of the rules and principles of Latin versification; Mackail's or Bender's Roman Literature. Three times a week.

5. TACITUS, Selections from the Annals, or the Germania and the Agricola; Seneca's Moral Essays; Original Exercises. Three times a week.

6. JUVENAL; TERENCE or PLAUTUS; QUINTILIAN; Original Exercises. Three times a week.

In Courses 5 and 6 special attention will be directed to the acquisition of readiness in translation at sight. The general history and development of the language and its relation to other languages, as discovered and presented in modern philology, will be carefully taught.

Courses 1 and 2 are required for the degree of Bachelor of Letters; Courses 1 to 6 are required for the degree of Bachelor of Arts.

GREEK.

PROFESSOR SHARP.

The same methods will be employed as in the courses in Latin. Weekly exercises are required in all the courses.

One year is spent in introductory work. No previous knowledge of the language is necessary for admission, but applicants will be expected to have learned as much Latin as is comprised in the first two College courses of that subject.

INTRODUCTORY YEAR.

First Term.—White's Beginner's First Greek Book; The Greek in English (Goodell); Mahaffy's Old Greek Life. Five times a week.

Second Term.—White's Beginner's Greek Book (completed); Xenophon's Anabasis; Fyffe's History. Five times a week.

COURSES.

1. XENOPHON'S MEMORABILIA OF SOCRATES (Winans); Goodwin's Grammar (to the Verb); Mahaffy's Old Greek Education. Parallel: Xenophon's Cyropædia in English translation. Five times a week for the first term.

2. LYSIAS (Whiton); Goodwin's Grammar (to Syntax); Jebb's Greek Literature. Parallel: Selections from English translation of Plutarch's Lives; Essay on Contrasts Between Greek and American Education. Five times a week for the second term.

3. HOMER'S ILIAD (Keep); Goodwin's Grammar (completed); Jones's Exercises in Greek Prose. Parallel in English translation; Trial and Death of Socrates (Church), and Defense of Socrates. Three times a week for the first term.

4. Herodotus, Expedition of Xerxes; New Testament in Greek (Westcott and Hort); Grammar reviewed; Jones's Exercises in Greek Prose. Parallel: Xenophon's Memorabilia, Books III and IV in English with Essay. Three times a week for the second term.

5. Demosthenes, Thucydides; Sidgwick's Greek Prose Composition. Parallel in English: Prometheus Bound, Æschylus; Medea or Alcestis, Euripides; Hesiod's Works and Days. Three times a week for the first term.

6. Sophocles; Plato's Phædo; Prose Composition. Parallel in English: Selections from Plato's Republic and Ethics; Aristotle on the Art of Poetry. Three times a week for the second term.

Courses 1 and 2 may be substituted for German in the degree for Bachelor of Letters; Courses 1–4 may be substituted for French and German in the degree for Bachelor of Arts. Courses 5 and 6 are elective for the degree of Master of Arts.

GERMAN.

To enable those who have not previously had instruction in German to enter the College course, an Introductory year is provided. In this year forms and elementary syntax are taught, and two or three hundred pages of easy German are read. Here, as well as subsequently, exercises are written at least once a week, sometimes oftener; and especial attention is given to making an idiomatic English translation. It is the aim of the College courses, first, to secure thorough knowledge of the syntax and a good vocabulary; next, appreciation of style, and of German life and thought. Students are encouraged to acquaint themselves, as far as possible, with the literature itself.

INTRODUCTORY YEAR.

Forms and fundamental facts of Syntax; easy translations and exercises. Three times a week through the year.

Text: Thomas's Practical German Grammar; Whitney's Introductory German Reader; Der Neffe als Onkel.

COURSES.

1. Syntax; Composition; Idiomatic translations. Three times a week through the year.

Text: Thomas's Practical Grammar; Exercises; Composition; Maria Stuart; Auerbach's Brigitta; Egmont.

Parallel: Emilia Galotti; Keller's Dietegen.

2. Analysis of Style and Invention; Outline of German literature, with special reference to development. Three times a week throughout the year.

Text: Hoffmann's Rhetorik für höhere Schulen—Die Lehre vom Stil, Die Lehre von der Erfindung; Deutsche Literaturgeschichte; Reading-texts of Course 1 (for analysis); Heine's poems; selections from contemporary prose.

FRENCH.

PROFESSOR SAUNDERS.

The main object of this course is to introduce the student to a knowledge of French thought as expressed by the greatest writers, Corneille, Pascal, Bossuet, Hugo, Sainte Beuve, &c.; of French life, as the most vivid of national lives; of French literary style, as a model to all literatures for lucidity and artistic form. Grammar will be taught as necessary to intelligent reading; speaking, as giving an otherwise impossible vividness and naturalness to reading; but literature will be stressed as revealing the history of the nation, the social, religious and political life of a great people.

An introductory course in Grammar and in narrative prose-reading will furnish the foundation for the more advanced work of the succeeding two years. Frequent translations from French into English, as well as from English into French, will be required, as showing the correspondences and differences in structure and idiom of the two languages, and as promoting readiness and accuracy in the use of English.

INTRODUCTORY YEAR.

Texts: Whitney's Grammar, Part I; Super's French Reader; Halévy's L' Abbé Constantin; Daudet's Morceaux Choisis.

Five times a week. Daily exercises.

COURSES.

1. Whitney's Grammar, Part II; Crane's Tableaux de la Révolution Française; Duruy's History of France; Modern Plays; Sandeau, Mlle. de la Seiglière; Hugo; Hernani, Ruy Blas; Modern Novels; Mérimée, Colomba; Hugo, Quatre-vingt-treize; Loti, Les Pêcheurs d' Islande; De Vigny, Cinq-Mars.

Five times a week. Weekly exercises.

2. Crane's La Société Française au XVIIième Siècle; Classical writers of the 17th century; Molière, Corneille, Racine, Pascal, Bossuet; Mad. de Sévigné; French critics of the 19th century; Sainte-Beuve, Schérer, Faguet, Brunetière.

Three times a week. Weekly exercises.

PHILOSOPHY.

PRESIDENT SMITH.

COURSES.

In this department the following courses will be given:

1. MORAL PHILOSOPHY. Twice a week throughout the year.

Text-Books: Hopkins' Outline Study of Man; Hopkins' Law of Love.

2. POLITICAL ECONOMY. Two recitations a week throughout the year.

Text-Book: F. A. Walker's Political Economy.

3. LOGIC. Two recitations a week throughout the year.

Text-Book: Jevons' Logic.

4. HISTORY OF PHILOSOPHY; NATURAL THEOLOGY. Three recitations a week throughout the year.

Text-Book: Flint's Theism; Lectures.

MATHEMATICS.

PROFESSOR PARRISH. MISS HARGROVES.

The work of this department is designed to develop in the student the power and habit of original thought in construction as well as in verification, and to give an accurate knowledge of the fundamental truths of Pure Mathematics. In all the classes original work is emphasized and examinations are shaped so as to test the power rather than the knowledge of the student. The method of teaching varies with the character and grade of the subject. Text-books are prescribed, but free use is made of other texts and exercises so as to accustom the student to different methods of expression and demonstration. The subjects of the lower classes are kept parallel, thus giving

as long a time as possible for the operation of the peculiar discipline afforded by each.

Students entering Course 1, outlined below, will be expected to furnish satisfactory evidence of a thorough knowledge of Elementary Algebra and of work in Geometry equivalent to Wentworth's Plane Geometry *including* the theorems and problems for original demonstration and solution. To meet the needs of those whose preparation is not adequate to enable them to enter Course 1 an introductory class is provided.

INTRODUCTORY CLASS.

Elementary Algebra and Geometry. The class meets five times a week throughout the year.

Text-Books: Wentworth's Complete Algebra; Hill's Geometry for Beginners; Beman & Smith's Plane Geometry.

COURSES.

There are seven College courses in Mathematics, as follows:

1. HIGHER ALGEBRA AND SOLID GEOMETRY. The class meets five times a week during the first term. In addition to the regular class work, written exercises are handed in weekly. In Geometry the power of original demonstration and solution is the main result sought, and the work from the beginning is shaped toward that end.

Text-Books: Wentworth's College Algebra; Beman & Smith's Solid Geometry.

2. HIGHER ALGEBRA, including the elements of Determinants; Plane Trigonometry with applications. The class meets five times a week through the second term. The line of work is the same as that indicated in Course 1.

Text-Books: Wentworth's College Algebra; Newcomb's Plane Trigonometry; Peck's Determinants.

3. SPHERICAL TRIGONOMETRY with applications; Analytical Geometry.

The class meets four times a week for the first term. Written exercises are handed in weekly.

Text-Books: Newcomb's Spherical Trigonometry; Newcomb's Logarithmic Tables; Charles Smith's Conic Sections.

4. ANALYTICAL GEOMETRY. The class meets four times a week for the second term. In addition to class work, written exercises are handed in weekly.

Text-Books: Charles Smith's Conic Sections; Charles Smith's Solid Geometry.

5. Differential Calculus with applications. The class meets three times a week for the first term, and in addition hands in written work twice a week.

Text-Book: Todhunter's Differential Calculus.

6. Integral Calculus with applications. The class meets three times a week during the second term, and hands in written work twice a week.

Text-Book: Todhunter's Integral Calculus.

7. A course of parallel mathematical reading.

Any student desiring admission to advanced standing must come prepared to show thorough knowledge of all the work preceding that desired.

Courses 1, 2, 3 and 4 are required for the degree of A. B., and courses 1 and 2 for B. L. Courses 5, 6 and 7 are elective for the degree of A. M. Upon the completion of the seven courses a diploma in Mathematics will be given.

PHYSICAL AND BIOLOGICAL SCIENCES.

The courses offered in these subjects are designed to give the student that intelligent acquaintance with natural phenomena which every educated person should possess, and such an introduction to the methods of scientific investigation as will secure to her some of the peculiar discipline afforded by the study of an exact science.

The requirements for degrees, so far as they pertain to this Department, are as follows: For Bachelor of Arts, Physics through Course 3, Chemistry through Course 2, Biology through Course 1; the remaining courses are elective for the degree of Master of Arts.

FACILITIES.

The department places at the disposal of the student a reference library of scientific books and journals and three laboratories, besides a set of anatomical models, and collections of minerals and rocks. This equipment is continually being increased. Acknowledgment of gifts received during the past year is due to the Rev. Ernest Stevens for Virginia Tertiary fossils, and Mrs. Forsburg, of Lynchburg, for a valuable collection of local minerals.

The Biological Laboratory is well lighted and provided with

tables, gas, water, dissecting and compound microscopes, microtome, and reagents.

The Physical Laboratory is equipped with water, gas, desks, and individual sets of apparatus for both elementary and advanced quantitative work. In addition, all essential lecture-table apparatus is supplied.

The Chemical Laboratory is provided with desks, water, gas, hood, blast-lamp and table for glass-working, soldering, etc., and equipment for courses in Inorganic Chemistry, Qualitative Analysis, Blow-piping, Quantitative Analysis, and Organic Chemistry.

A small fee is charged in each laboratory course, as stated hereafter. This is designed to cover expense of breakage and material consumed. It is due at the beginning of the terms, and should be paid to Professor Martin.

PHYSICS AND ASTRONOMY.

Professor Martin and Adjunct Professor Riddick.

COURSES.

1. Elements of Physics.—This course consists of recitations from a standard text and a series of experiments by the instructor. After the students have become thoroughly grounded in the principles of the science and a working supply of data has been obtained, they are assigned desks in the laboratory and given a number of experimental problems of a quantitative character, which involve considerable accuracy in measuring and weighing. Each student keeps notes on this work. From time to time the note-books are inspected by the instructor; and at stated periods the pupils are rigorously questioned upon the methods employed and the principles involved.

The class meets five times a week throughout the year. Laboratory fee, two dollars for each half-session.

Non-experimental Physics pursued elsewhere cannot be accepted as an equivalent for this course.

Text-Books: Gage's Introduction to Physics; Hall and Bergen's Physics.

2. Mechanics, Sound, and Light.—Instruction is given by recitations and lectures. The class meets daily during the first half-session. Students who take this course must have completed Trigonometry, Physics 1, and Chemistry 1.

Text-Book: Carhart's University Physics, Vol. I.

3. Heat, Magnetism, Electricity, and Astronomy.—Instruction is given by recitations and lectures, and in Astronomy by observations. The class meets daily during the second half-session. Students who take this course must have completed Course 2.

Text-Book: Carhart's University Physics, Vol. II, and Young's Astronomy.

4. Students possessing the requisite qualifications, particularly those who wish to prepare themselves for teaching Physics in colleges, will be afforded opportunity to familiarize themselves with delicate apparatus and the methods of research.

CHEMISTRY, MINERALOGY, AND GEOLOGY.

Professor Martin.

1. Inorganic Chemistry.—Instruction is given by lectures, laboratory exercises, and recitations. The class meets five times a week during the first half-session. Students who take this course must have completed Physics 1. Laboratory fee, five dollars.

Text-Book: Remsen's Inorganic Chemistry, Briefer Course.

2. Inorganic Chemistry and Geology.—Instruction is given by lectures, laboratory exercises, recitations, and (in Geology) excursions. The class meets five times a week during the second half-session. Students who take this course must have completed Course 1. Laboratory fee, five dollars.

Text-Books: Remsen's Inorganic Chemistry, Briefer Course, and Dana's Geology.

3. Qualitative Analysis; Blow-pipe Analysis.—Instruction is given by lectures and laboratory exercises. The lectures are informal and are given in the laboratory; so that the course consists practically of laboratory work only. The class devotes two hours daily to these subjects during the first half-session. Students who take this course must have completed Courses 1 and 2. Laboratory fee, five dollars for each subject.

Text-Books: Caldwell's Qualitative Analysis; Martin's Blow-pipe Analysis.

4. Crystallography; Determinative and Systematic Mineralogy.—Instruction is given by practice with crystal models, laboratory work, lectures, and recitations. The class devotes two hours daily to these subjects during the second half-session. Students who

take this course must have completed Courses 1, 2 and 3. Laboratory fee, five dollars.

Text-Books: Williams' Crystallography; Brush's Determinative Mineralogy; Dana's Manual of Mineralogy.

BIOLOGY.

ADJUNCT PROFESSOR RIDDICK.

COURSES.

1. HUMAN ANATOMY, PHYSIOLOGY, AND HYGIENE; ZOOLOGY; BOTANY.—Instruction in Physiology is given by lectures and recitations. Demonstrations are made on an articulated skeleton and Bock-Steger models of the most important organs of the human body; and such laboratory work is offered as the instructor judges to be advisable. The class meets daily during the first three months of the session.

In Zoölogy, instruction is given by lectures, recitations, and laboratory work. The class meets daily during the second three months of the session.

The course in Botany embraces a thorough mastery of the facts and terms of structural botany, together with the study of typical forms in systematic botany. Each student is expected to analyze thirty species of plants indigenous to the surrounding country, and to study their characteristics. The class meets daily during the last three months of the session.

Laboratory fee, two dollars.

2. GENERAL BIOLOGY.—This course is designed to be a study of living organisms from the standpoint of morphology, physiology, and development. Instruction is given by laboratory work, conferences, and recitations. A course of reading is also assigned from the writings of Darwin, Huxley, Trouessart, Schutzenberger, and others. The class meets daily throughout the year. Laboratory fee, five dollars for each half-session. Biology 1 and Chemistry 1 are prerequisites.

PSYCHOLOGY AND PEDAGOGY.

PROFESSOR PARRISH.

The first and sixth college courses of this department are designed for all students of sufficient advancement and mental ability and are

shaped in harmony with the latest development of the science of Psychology. The remaining college courses are designed mainly for advanced students who expect to choose the profession of teaching and for teachers already in the field. It is intended (1) to secure for the student a good knowledge of the laws of the human mind and of the correct application of those laws to the science of teaching, (2) to develop power and skill in teaching, (3) to lead to the formation of a lofty ideal of the profession of teaching and a purpose to attain in it a high degree of excellence. It is not claimed that the study of pedagogy will make good teachers of incapable persons, but it is believed that a careful study of the science and the art of teaching will give to those who have a natural fitness for the profession a degree of efficiency which they could otherwise gain only by many years of experience, and that it will make their advancement much more certain and rapid.

INTRODUCTORY YEAR.

This work is arranged for the benefit of students who cannot take a complete course. It consists of a brief course of elementary psychology with application of its principles to the science and art of teaching. This class meets three times a week throughout the year.

Text-Books: Titchener's Elements of Psychology; De Garmo's Essentials of Method.

COURSES.

1.—PSYCHOLOGY: This class meets three times a week throughout the year. The course includes a brief study of the mental elements and their main compounds. The work begins with simple experimentation and introspection, supplemented by text-book study and recitation, but during the last six months of the year there is systematic laboratory work and the text-book used will be supplemented by lectures from the professor and prescribed readings on the part of the student.

Text-Books: Titchener's Elements of Psychology. Sanford's Experimental Psychology, Part I.

2.—(a) THEORETICAL PEDAGOGY: This work consists of lectures from the professor, with discussions of prescribed readings, and essays from the students. The aim of the course is to give an intelligent understanding of the principles which underlie the science and the art of teaching. (b) PRACTICAL PEDAGOGY: In this work the principles of lesson-making, lesson-giving and questioning are especially emphasized and the students are required to apply these principles in

connection with actual classes under the criticism of the professor. This class meets three times a week for the first six months of the year.

Reference Books: Rein's Outlines of Pedagogics; Herbart's Science of Education; Lange's Apperception; Spencer's Lectures on Education; Parker's Talks on Pedagogics; Fitch's Lectures on Teaching.

3.—History of Education: The class meets three times a week during the last three months of the session. In addition to the texts studied a full course of parallel reading is given.

Text-Books: Painter's History of Education; Compayre's History of Pedagogy; Quick's Educational Reformers. The parallel readings will include selections from a number of the best educational writers.

4.—(a) Theoretical Pedagogy: Advanced Work in Educational Theory and in the History of Education. (b) Practical Pedagogy: For general students, the work will be a study of the best methods of teaching the various subjects required in primary and grammar grades, accompanied by observation of such teaching in a good system of city schools and as much practice as the time will allow. With the permission of the professor, this work may be replaced by High School and College Methods in one department or by other practical work specially adapted to the needs of the student. A course in Child Study may be substituted by any student who has the requisite preparation.

Note.—Students of Pedagogy who are qualified, in the judgment of the faculty, to specialize on any one subject, may devote one period a week of the time required in Courses 4 and 5, to the study of the method of teaching such selected specialty under the direction of its professor.

5.—School Management: The class will meet three times a week during the last month of the second term. The work will consist of lectures by the professor, recitations and essays on the part of the student.

Text-Book: White's School Management.

6.—Systematic Psychology: The class meets twice a week throughout the year. The work will consist of lectures from the professor, text-book study, prescribed reading, essays and laboratory work on the part of the students.

Text-Books: Külpe's Outlines of Psychology; Sanford's Experimental Psychology.

In addition to the courses in Psychology and Pedagogy outlined above, various academic courses have been arranged with special

reference to the wants of teachers. Among these are (1) Higher Arithmetic taught from the teacher's standpoint, and with constant reference to the best method of teaching this very important branch of mathematics; (2) Industrial Drawing; (3) Physiology and Hygiene; (4) Zoology and Botany; (5) Grammar and Composition.

ELOCUTION.

PROFESSOR STROTHER.

Special Elocution Courses:

1.—Training to secure habits of Attention and Observation; Development of Perception and Conception in Reading.

2.—Physical and Vocal Gymnastics; Correct Bearing and Breathing; Air; Diet; Dress; A sound voice in a sound body.

3.—Voice Culture, for Purity, Power and Resonance; Phonologic Drill, for Precision in Articulation.

4.—Melodic Development, for Modulation and Tone Color; presentation of classic extracts, for the application of foregoing Principles of Expression.

5. Action according to the Delsarte System; Shakespeare's plays, for dramatic analysis, character study, tone and action.

6. Study of the reciprocal relations between the forms of Rhetoric and the forms of Elocution, as shown in the art of men of letters and orators in all ages; The lives, times and art of the seven great orators of the world. Original essays, on two subjects:

(1) Elocution as a Science and a Fine Art.

(2) Expression: Its function in a liberal education.

GENERAL ELOCUTION.

7. Every pupil in the College may have practical instruction in Expression, free of charge, and all are encouraged to take advantage of instruction and practice in this department.

Two recitations per week will be given to this work, the instruction being graded according to the English course.

Text-Books: Professor's Notes; Fulton and Trueblood's Practical Elocution; Brown's Synthetic Philosophy of Expression.

MUSIC.

PROFESSORS LANDON, SCHEHLMANN AND ADAMS. MISSES ANDRUS AND SMITH.

This department is under the general supervision of the Director, Professor Charles W. Landon. Professors Adams and Schehlmann and Misses Andrus and Smith are associated with him.

Music will be given its due place in the distribution of time, and a diploma in music is counted on the degrees of Bachelor of Letters and Master of Arts. Students who desire to specialize in music will only be required to take two College studies in the Literary departments. In Music, as in other subjects taught in the College, students enter the class for which they are found prepared. A special course in the art of teaching music is offered to those who wish to prepare themselves for that profession.

I. PIANO FORTE—PROFESSORS LANDON, ADAMS AND MISS ANDRUS.

PREPARATORY YEAR.

First Term.—Musical Theory; Theoretical Rudiments; Landon's Piano Method; Landon's Melody Studies; W. S. B. Matthews' Graded Studies; Behr's Etudes; Mason's Technics. Two lessons a week. Daily practice.

Second Term.—Musical Theory; MacDougall's Melody Playing; Lemoine's Etudes, Op. 37; Heller's Op. 125 and 128; Gurlett's Op. 50; 30 Selected Studies from Heller; W. S. B. Matthews' Graded Studies; Mason's Technics, Selections from Mozart, Schubert, Schumann, and the best American and European modern composers. Two lessons a week. Daily practice.

COURSES.

1. Two lessons a week during the first term. Daily practice. Harmony; Theoretical Scale, Chord, Rhythmical and Accent Studies; Heller's Op. 47; Concone's Etudes Melodiques; Schehlmann's Melodic Etudes; Mason's Technics.

2. Two lessons a week during the second term. Daily practice. Harmony; Loeschhorn's Etudes, Op. 66 and 67; Wrist, Staccato, Trill and other special Etudes; Doring's Op. 24; Heller's Op. 46; Mathews' Graded Studies; Mason's Technics; Selections from Haydn, Mozart, Mendelssohn, Schumann, and the best American and European composers.

3. Two lessons a week during the first term. Daily practice. Counterpoint and History of Music; Heller's Op. 16 and 90; Kalkbrenner's Etudes, Op. 20; Bach's Lighter Pieces; Kullak's Octave Studies, Op. 48; Cramer's Selected Studies; Mason's Technics.

4. Two lessons a week during the second term. Daily practice. Counterpoint and History of Music; Clementi's Gradus; Haberbier's Etudes; Bach's Inventions; Jensen's Op. 32; Special Octave Studies; Mason's Technics; Selections from Haydn, Mozart, Beethoven, Schubert, Schumann, Weber, Mendelssohn, Chopin, Liszt, Raff, Gade, Dupont, Wm. Mason, De Kontski, Wilson G. Smith, Wm. H. Sherwood, Ad. M. Foerster, J. C. Alden, Emil Liebling, and other American and European composers.

5. Two lessons a week during the first term. Daily practice. Counterpoint; Schumann's Etudes; Chopin's Etudes, Op. 10; Mason's School of Octaves and Bravura; Loeschhorn's Grand Octave School.

6. Two lessons a week during the second term. Daily practice. Composition. Analytical study of classic music. Chopin's Etudes, Op. 25; Bach's 48 Preludes and Fugues; Liszt's Etudes; pieces, sonatas and concertos by Bach, Beethoven, Schumann, Weber, Chopin, Mendelssohn, Raff, Liszt, and compositions of the best modern American and European composers.

Mental and æsthetic development of the pupil will be sought through these studies, as well as technical skill in music.

7. A carefully selected course of study in musical history and biography and in the philosophy of music. The College Musical Library provides most of the books. This Course 7 is for musical specialists.

II. Pipe Organ and Church Music Course.

A carefully prepared course of study is arranged in this branch of music. We have a large Mason & Hamlin organ, with two manuals and a full set of pedals, especially for student practice. Practice work twice a week in chorus singing and sight reading.

This course may be profitably connected with the study of the piano and the theory of music. There is a growing demand for good organists and choir leaders. This course is planned to give practical training to pupils who wish to fill such positions.

III. Cabinet or Reed Organ.

A course of instruction is given on this instrument, consisting of the rudiments of music, parlor, Sunday-school and church music, and a special course in Cabinet Organ music. In this course are taught the reed-organ touch, the stops, and the special effects to be obtained from their artistic use, and brilliant and effective pieces are selected to bring out the fine qualities of this popular instrument.

Text-Books: Landon's Reed-Organ Method; Landon's Melodious Studies for the Reed-Organ; Landon's Annotated Reed-Organ Music: Gospel Hymns and Church Music.

IV. Violin.—Professor Schehlmann.

Instruction will be given upon this favorite instrument to students individually or in classes of two or three. The introduction of the violin as a ladies' instrument gives a very desirable variety to musical entertainments. The violinist is appreciated not only for the peculiar charm of the music, but also from its comparative rarity amidst almost universal piano-playing.

V. Vocal Music.—Professor Schehlmann.

Instruction in vocal music will be given to students individually and in classes, and will embrace vocal culture, sight reading, chorus and solo singing. Lessons twice a week.

1. Sight Reading.—All students of music are encouraged to study singing in this class, which is preparatory to the chorus class, and is indispensable to pupils beginning vocal culture. Practice in sight singing is a great agent in developing that sense of rhythm and of harmony of sounds usually called "musical talent." Students of the piano and organ who can sing at sight perform with superior expression and intelligence, and save much time and ultimate expense in tuition.

Text-Book: W. W. Gilchrist's Course in Sight Singing. Blackboard illustrations and exercises.

2. Chorus Singing.—The time of this class is given to the study of choral works of classic and modern writers. Both secular and sacred compositions for female voices, in two, three and four parts, are used. Special practice is occasionally given with a mixed chorus as preparation for choir singing.

3. Solo Singing.—This course may be taken individually or in association with one or two others of similar advancement. Stress is laid upon voice-building and training and the development of the special talent of individuals.

Text-Books: Panofka, Bordogni, Vaccai, Mazzoni, Concone and Lutgen.

VI. Theory of Music.

Classes will be organized in Harmony, Composition and Counterpoint. The special aim in these classes will be to give the pupil the theorectical knowledge necessary for understanding the inner meaning of music, and for the expression of her own musical ideas, also to qualify her to teach the science to others and to make her a musician as well as a performer.

It is now accepted without question that a comprehensive and expressive peformance of music is dependent upon a constructive and theoretical knowledge of the composer's design and meaning, as well as upon a skillful execution of the composition. An intelligent insight into the scientific foundation upon which rests the art of music, also greatly increases the interest of pupils in their singing and playing.

VII. Teachers' Courses.

For those who wish to prepare themselves to teach music the combination of Pedagogy with Music offers marked advantages.

1. The student will be taught music in the newest and best methods.

2. She will be taught how to impart instruction scientifically both by precept and example.

3. Instruction in collateral subjects, the knowledge of which is essential to the highest excellence, is at hand to add the stamp of rounded culture.

4. The weekly musicales and lectures furnish a great variety of general musical information to the pupils, and give them experience in playing before an audience, and a practical knowledge of great quantities of the best music of the great composers, classic and modern.

ART.

Professor Gutmann.

The purpose of the School of Art is not only to give students a knowledge of drawing, painting and modeling, but to develop their

power of imagination, observation and appreciation of the true and beautiful. The time of the student is devoted to the study of principles which underlie all true work of art, and their application in well-graded exercises. It is not diverted to making decorations. The method is the same as that used now in the best art schools of the world. Special stress is laid upon the developing of originality in the student through suitable correction and themes of compositions which may be executed on any technic or genre.

Illustrative Drawing is also made a feature of the course.

COURSES.

1. Drawing from objects and casts. Modeling from geometrical models.

2. Drawing from casts—heads, busts, full lengths and life. Modeling from casts—hands, feet, etc.

3. Drawing head from life, draped models. Painting from still-life. Modeling from casts—busts.

4. Drawing from life. Painting from still-life. Composition. Outdoor Sketching. Illustrative Drawing in pen and ink, wash drawing and black and white. Modeling from life—heads.

5. Painting from life. Drawing in pastel. Composition. Outdoor Sketching. Illustrative Drawing. Modeling from life—full figure. Composition.

EXPENSES.

HALF-SESSION.

For Board, Washing, Steam heat, Gas, Medical Attendance, Gymnasium Fee and Tuition in Literary Courses, per half session	$125 00
Music—Instrumental—Piano or Organ, according to grade	25 00–40 00
Vocal, Private Lessons	30 00
Class of 2	15 00
" " 3	10 00
Sight Reading	5 00
Chorus Class of 6 or more	5 00
Theory: Introductory Year	5 00
Theory: Harmony, Counterpoint, Composition	10 00
Use of Piano 1½ hours daily	5 00
Art—Course I	10 00
Course II	15 00
Courses III and IV	20 00
Course V	25 00
Elocution (Special)	10 00–20–00

Fees payable at the beginning of each half-session.

We are enabled to offer the superior advantages of the College on the terms above given only from the fact that the gift of buildings and endowment is equal to an annual contribution of $10,000, of which our patrons receive the benefit.

FURNITURE.—The College supplies the students' rooms with bedstead, bureau, wardrobe, washstand, chairs, mattress, pillows and crockery. Each student should bring with her sheets, blankets, a counterpane (size No. 10x10), pillow-cases (size 30x24 inches) and towels; also her own marked napkin ring and any other articles of use or ornament desired for her room, such as knife, fork and spoon, pictures, &c. The rooms are finished with mouldings for hanging pictures.

No article will be received for the laundry which is not plainly and indelibly marked.

TO THE WISE PHILANTHROPIST.

The friends of the higher education of woman are earnestly requested to consider the claims of Randolph-Macon Woman's College upon their generosity. It has laid the foundation of a true college for women, broad and deep. Sufficient endowment has been secured to assure its permanence. To this benefactors may add with confidence that their gifts will not be wasted. Each contribution is made more effective by those that have preceded it, and in turn enhances their value. We ask for (1) $100,000 additional endowment; (2) one hundred scholarships of $100 each to aid needy and deserving students; (3) $10,000 for additions to library and apparatus. Will not the friends of Education in the South build upon this foundation a worthy rival of the colleges for women in the North, equaling them in facilities for culture, while preserving the Southern type of womanhood.

Correspondence concerning donations should be addressed to the President. Devises and bequests should read:

"I give and bequeath to the Trustees of Randolph-Macon College, for the benefit of Randolph-Macon Woman's College, &c."

DONATIONS.

We gratefully acknowledge the following gifts during the year toward the enlargement of our work:

George M. Jones and wife, for a library hall	$5,000
P. A. Krise, for addition to buildings	500
P. A. Krise, for improvement of grounds	250
Miss —— ——, for addition to buildings, bond for	500
Miss Melissa Baker, for addition to buildings	300
R. H. Sharp, " "	125
J. L. Armstrong, " "	125
Chas. W. Landon, " "	125
W. W. Smith, " "	125
Miss C. S. Parrish, " "	100
Mrs. M. J. T. Saunders, " "	100
Dr. A. W. Terrell, " "	100
Hurt & Son, " "	100
Miss H. F. Cooper, " "	100
F. W. Martin, " "	65

Bernhard Gutmann, for addition to buildings			$ 50
Louis Schehlmann,	"	"	50
Wm. S. Adams,	"	"	50
C. M. Guggenheimer,	"	"	100
N. H. Lavinder,	"	"	100
W. M. Strother,	"	"	100
J. H. Riddick,	"	"	50
J. P. Bell Co.,	"	"	50
Kinnier, Montgomery & Co.,	"	"	50
Miss Ida Leckie,	"	"	50
Abraham Craddock,	"	"	25
Mrs. Stein,	"	"	20
James Franklin, Sr., for improvement of grounds			25

Books, &c.:

Hon. Peter J. Otey (from U. S. Government), a large and valuable list of books.
Miss Melissa Baker, fifty selected volumes.
Prof. R. W. Jones, Century Dictionary, six volumes.
Rev. Ernest Stevens, valuable books and fossils.
Mrs. A. Forsburg, a valuable collections of minerals.

CALENDAR.

Commencement Exercises, June 1896.

Sunday, June 7th, 11 A. M., Baccalaureate sermon by Bishop J. C. Granbery, Ashland, Va.

Monday, 4:30–6:30 p. m., Art reception.

Tuesday, June 9th, 8:30 p. m., Concert.

Wednesday, June 10th, 8:30 p. m., joint celebration of Franklin and Washington Literary Societies. Address by Bishop O. P. Fitzgerald.

Alice Littleton, Essay, Franklin Society.
Lily Egbert, Oration, Washington Society.

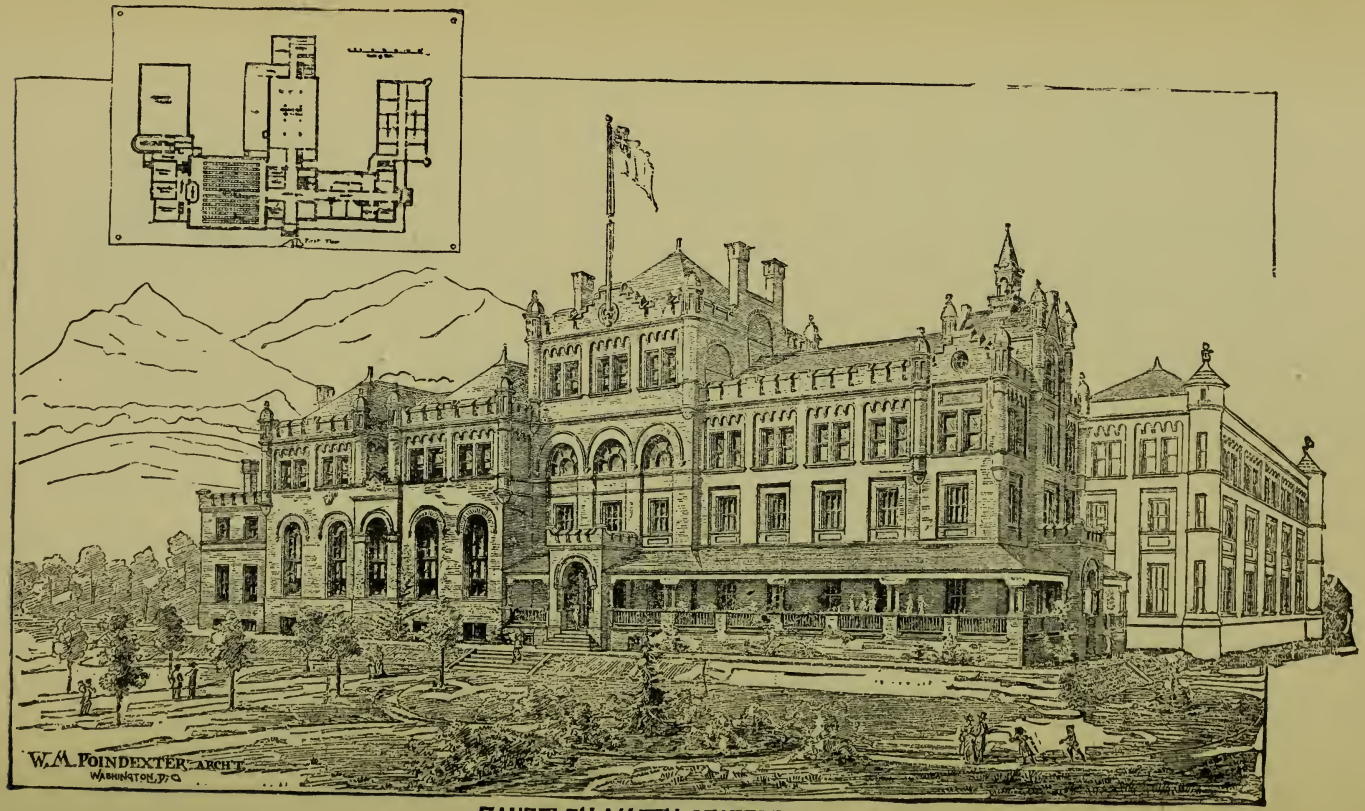
Thursday, 10 A. M.—College Day—Address by Rev. R. J. Bigham, D. D. Delivery of Distinctions and Diplomas, and Conferring of Degrees.

For Session of 1896–1897.

Session begins Thursday, September 10th, 1896.

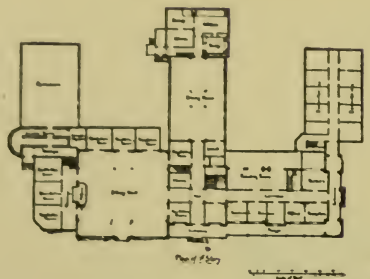
First term ends and second term begins Thursday, January 28th, 1866.

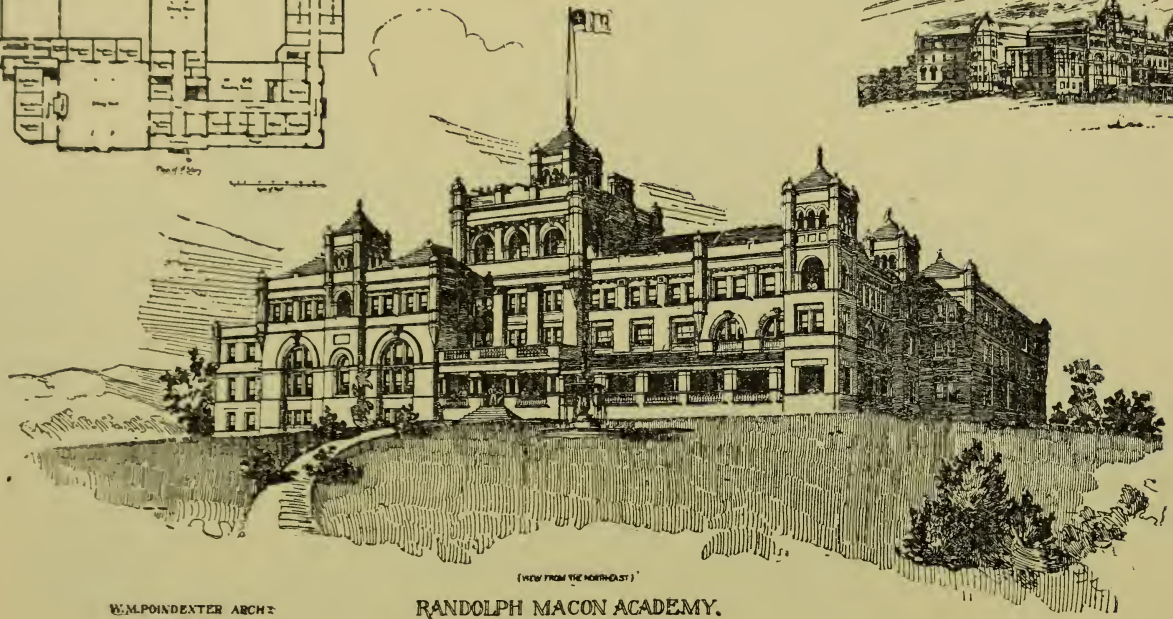
Session closes Thursday, June 10th, 1897.



RANDOLPH MACON ACADEMY.

Bedford City, Va.





(VIEW FROM THE NORTH-EAST)

W.M.POINDEXTER ARCH.T
WASHINGTON DC

RANDOLPH MACON ACADEMY.

FRONT-ROYAL VA.

III. Randolph-Macon Academies.

BEDFORD CITY, VA., AND FRONT ROYAL, VA.

GENERAL INFORMATION.

These twin institutions are the product of an effort at a distinct advance in educational enterprise in the South.

Their Field. They are distinctively Academies, with no ambition to be colleges in name, or to do college work in fact, but, choosing the field between the preparatory home school and the real college course, they purpose to prepare youths for college or university, under the most wholesome moral influences.

In view of the fact, however, that a majority cannot, or will not, prosecute their education to a college degree, and that their entire educational preparation for life will be completed at the Academy, there have been added to those studies strictly required for satisfactory entrance at college such extensions or practical applications of the previous work as are deemed best adapted to complete their equipment for business life.

The Purpose. Believing this to be a most important work, and worthy of as much care and effort as that of a college or university, the projectors of the Randolph-Macon Academies determined to plan institutions to do it as perfectly as human fallibility would allow. The question of expense was not allowed to thwart their purpose. The garment was not to be "cut according to the cloth," but cloth was to be procured sufficient to make the desired garment. Academies were to be built which would lack nothing that seemed important for the work proposed. They undertook to find, not merely good sites, but the best that patient study of desirable locations in Virginia should disclose; to secure not merely good plans, but the best the architectural talent of the United States could furnish; to have the buildings erected in the best possible manner; to arrange a plan of instruction and administration thoroughly adequate to the end proposed; and to provide, with all the resources in their power, the best corps of instructors to carry out their purpose of making ideal schools.

Locations. The Academies are situated in the most favored sections of Virginia, one at Bedford City, on the Norfolk & Western Railroad, midway between Lynchburg and Roanoke, and the other at Front Royal, at the intersection of the N. & W. and Southern railways, in the far-famed Valley. Both places are of easy access by through lines of railway. The grounds at each place are ample and the sites of the buildings commanding. On all sides panoramas of beauty spread out before the eye, bounded by the far-reaching outlines of the Blue Ridge or Alleghany ranges. From the springs high up on the mountain sides pipes convey pure and delightful water to each floor of the buildings.

The Buildings. The attractiveness of the buildings, which are practically after the same plans, upon which $165,000 has been expended, is not exaggerated by the illustrations. "Beyond the representation on paper" is the report of a visitor, and this echoes the general opinion of those who have inspected them. "One of the handsomest and most complete in the country;" "A more complete and beautiful building I have never seen;" "A perfect gem;" "The most perfect school buildings we have ever seen;" "The most thoroughly equipped and most modern academy building, to our knowledge, in the United States," are quotations taken almost at random from accounts written by correspondents for the press, as they have visited the one or the other institution.

Special features are:

1. The Study Halls, 60x65 feet, 22-foot pitch, with 250 single desks. Here all recitations are prepared. A teacher presides to preserve order and assist students in this preparation, during which no classes are heard in the room. From this hall doors open into eight recitation-rooms.

2. The Large Semi-Basement Rooms beneath the Study Halls, 60x65 feet, were designed simply as great play-rooms, for healthy sports in rainy, muddy, wintry weather.

3. The Physical Culture Wing is in each Academy a building 40x80 feet, containing a Gymnasium, with "Sargent" apparatus, bath-room, with hot and cold water, lockers, etc., all in charge of a specially-trained director, who conducts the exercises on scientific principles to develop the body of the student and to give it robustness, symmetry and grace.

4. The Water Arrangements supply hot and cold water throughout the buildings; fire-plugs and hose to reach every room on each floor.

5. The Heating is done by steam, and fresh warm air is driven by fans through the house, ventilating as well as heating, by the system adopted for the United States Capitol at Washington and considered the best known to our times.

6. There is no need of an oil lamp in either house. More than three hundred Edison incandescent electric lights illuminate each building from basement to garret. This light is steady and uniform, and has been found by actual test to be an excellent one for students. The fact that there will be no smoking wicks nor dingy chimneys to strain the pupil's eye-sight, nor exploding lamps to endanger his life, is of great interest to parents. There is no need of kerosene or match in the buildings.

7. The Dormitories are high-pitched airy rooms, each, without exception, with windows opening to the outside air and sunlight. Only two students occupy a room, and each has his separate bed. Special infirmary rooms are provided. Each student-room is furnished with a nice oak set—two single bedsteads, beds and pillows, a bureau, washstand and chairs. Pupils furnish their own blankets, sheets, pillow-cases and towels.

8. The Dining Halls are each 40x60 feet, with pantries and store-rooms adjoining, and the kitchens are fitted with best "French" ranges. The fare is abundant, wholesome, sufficiently varied, properly cooked and nicely served.

9. The Young Men's Christian Association Halls are among the largest and handsomest rooms in the building. Prominence is given this most valuable organization in the school work.

10. The Parlors, Reception and Reading Rooms on the first floor, sufficient to hold all the students at once, show that their social life is not neglected.

A correspondent of a Knoxville (Tenn.) paper writes of the Bedford building: "It would be difficult to find or even imagine a more charming site for an institution, and hard to point out any defect in the plan and appointments of the edifice"; while another writing to a Baltimore paper of the one at Front Royal says: "The superb building—beyond doubt, the unrivaled Academy of our country, in its

symmetry and architectural beauty—could hardly be improved, and no appliance for convenience and comfort has been omitted."

Plan. Two important special features of these schools are:

1. *Large classes are graded and heard in sections of not more than fifteen pupils.*

2. *An extra teacher presides in the Study Hall, to preserve order and assist students in the preparation of their lessons.*

This division of classes into sections (requiring more teachers) and the employment of additional teachers for the supervision of the Study Halls add to the cost of conducting these schools, but are necessary to the best results.

Principles of Government. Without firm discipline, based on strong and clear convictions of right, and administered in the spirit of kindly sympathy, no boarding-school deserves to succeed. The rules of Randolph-Macon Academies are few, and only such as are necessary to the well-being and the success of the student. They are enforced with impartial certainty.

Conscience and Honor Cultivated. Formal rules are not relied upon for the regulation of moral conduct. Reverence for God and trust in Him are presented as the foundations of character, and the day's work is begun and ended with worship, which all attend. In morals the broad, general principle that every student is to be a young gentleman of honor, truthfulness, and absolute honesty is insisted upon. To develop and foster this spirit among the students, to make the moral atmosphere not only wholesome but invigorating and uplifting, is the first and greatest aim of the Principals and their associates.

The Persistently idle or vicious excluded. If any pupils are found to be obstacles to this result, earnest efforts will be directed to their reformation, but will not be long continued if satisfactory results do not show themselves. The contamination of many will not long be risked for the sake of one, and a vicious or idle pupil who cannot be moved to honest effort at self-improvement in a few weeks after his entrance, will be returned to his home, where his influence may be less injurious. Brilliant success is not demanded of pupils, but honest effort is insisted upon.

Lest any one should be overlooked, each teacher has special oversight over a portion of the pupils, and is responsible for their diligence of study and propriety of conduct.

Minor Rules of Order. Under the general principles outlined above, such specific regulations as may be necessary to good order and good work are prescribed, and kind but effective measures are taken to secure obedience. Demerits are given and penalties exacted for lack of punctuality and for disorder. Offences against morals are put upon a different basis. Honor and truth are held sacred, and constantly magnified in the management of the school.

The proper object of disciplinary regulations in schools is not simply nor chiefly the preservation of order, but the formation of correct habits and the establishment in the student's heart of right principles of action. *Character* is the chief product of education.

Rolls of Honor. Students conforming to all the rules of conduct and order are entered on the Academy Records, and are honored in reports and by other marks of approbation and confidence. Those whose diligence in study enables them to reach a high grade of scholarship are similarly recorded on the Roll of Honor for Study.

Don't. Parents are requested not to supply students with excessive amounts of pocket-money. A small regular monthly allowance is helpful; an unlimited supply is ruinous. The sending of boxes with rich food, sweets, &c., should be confined to rare occasions. The ensuing frolic is generally at the expense of health and of progress in study.

Reports. Reports of the conduct and progress of students are sent to their parents or guardians at stated periods during the session.

Societies. Literary Societies organized among the students offer incentives and present opportunities for the acquirement of skill in public speaking. Medals and public honors are awarded by them on the public day at the close of the session.

A branch of the College Young Men's Christian Association has

been organized and successfully conducted in each school. Regular weekly meetings are held in their commodious rooms.

Athletics. Besides the large and well-equipped gymnasiums and wet-weather play-rooms, ball-grounds and tennis-courts offer full vent for youthful spirits and vigor. The exercises of "Field Day" are enjoyed by great crowds, and the exploits of the competing athletes are remembered by students with the admiration which always attaches to manly force and skill. For voluminous information on these subjects, address any student.

THE COURSE OF INSTRUCTION.

This is the same in each Academy and was fixed originally, after the most careful consideration, by the faculty of Randolph-Macon College, assisted by the practical suggestions of able and experienced teachers of preparatory schools. It has since been carefully revised, and has received such improvements from time to time as further experience has suggested. The suggestions of the "Committee of Ten" are given due consideration and weight.

The course embraces:

1. PRIMARY STUDIES.—Reading, Writing, Spelling, Geography, English Grammar.

2. HISTORY.—United States, England, France, Greece, Rome, Bible History.

3. LANGUAGES.—English, Latin, Greek, French, German (preparatory to college classes).

4. MATHEMATICS.—Arithmetic, Algebra, Geometry, Trigonometry, Determinants.

5. SCIENCE.—Physical Geography and elementary courses in Natural History, Botany, Geology, Physiology, Physics.

6. ARTS.—Drawing, Elocution.

7. PHYSICAL CULTURE.—Sargent System: Gymnastic Apparatus and Drills.

These subjects are distributed over a period of five years, the classes in succession being known as First Form, Second Form, &c. The student completing the Fourth Form work is prepared to enter college. Special reasons may prevent that or may make it desirable for him to remain longer at the Academy. For such the Fifth Form offers a concluding course. Students are assigned after conference to the forms for which they are prepared, and may take parts of different forms when unequal preparation calls for it. Many enter as high as the Third Form, but all who thus apply for advanced work must be prepared to show a sound knowledge of the subjects taught in the preceding forms.

Arranged by classes or years' work the course is as follows:

CLASSES AND TEXT-BOOKS.

First Form. ORTHOGRAPHY—Gilbert's School Studies in Words. PENMANSHIP—Lessons by Instructor. ENGLISH—Reed and Kellogg's Graded Lessons in English, McGuffey's Fourth Reader and Selected Classics, Composition. MATHEMATICS—Wells' Academic Arithmetic. GEOGRAPHY—Maury's Manual. HISTORY—Eggleston's United States History. SCIENCE—Bert's First Lessons in Science. PHYSICAL CULTURE—Gymnasium and Drill.

Second Form. ORTHOGRAPHY—Gilbert's School Studies in Words. PENMANSHIP—Lessons by Instructor. ENGLISH—Reed and Kellogg's Higher Lessons in English, Selected Readings, Composition. MATHEMATICS—Wells' Academic Arithmetic. HISTORY—Montgomery's England, Church's Bible History. SCIENCE—Maury's Physical Geography, Martin's Briefer Course in Physiology. LATIN—Bingham's Grammar, Reader. ELOCUTION—Vocal Culture and Practical Exercises. PHYSICAL CULTURE—Gymnasium and Drill.

Third Form. ORTHOGRAPHY—Gilbert's Graded Test-Speller. PENMANSHIP—Lessons by Instructor. ENGLISH—Lockwood's Lessons in English, Select Readings, Whitney's Essentials. MATHEMATICS—Charles Smith's Elementary Algebra. HISTORY—Myer's Eastern Nations and Greece, Allen's Rome. SCIENCE—Shaler's Elementary Geology, Gray's "How Plants Grow." LATIN—Cæsar, Bingham's Grammar, Exercises. FRENCH (optional)—Whitney's French Grammar, Joyne's French Reader. ELOCUTION. PHYSICAL CULTURE—Gymnasium and Drill.

Fourth Form. ETYMOLOGY—Swinton's Word Analysis. PENMANSHIP—Lessons by Instructor. ENGLISH—Genung's Outlines of Rhetoric, Meiklejohn's Literature, Selected Classics. MATHEMATICS—Euclid's Elements of Geometry, Wentworth's Algebra. HISTORY—Smith's Bible History. SCIENCE—Gage's Physics. LATIN—Cæsar, Cicero's Orations, Bingham's Grammar, Exercises. GREEK (optional)—Harkness' First Greek Book, Calvert's School Readings in Greek. GERMAN—Whitney's Brief German Grammar, Whitney's German Reader. FRENCH (optional)—Tableaux de la Révolution Française, Le Romantisme Français. PHYSICAL CULTURE—Gymnasium and Drill.

Fifth Form. ENGLISH—Genung's Complete Rhetoric, Genung's

Rhetorical Analysis, three plays of Shakespeare. GERMAN—Whitney's Grammar, Selections from Schiller, Scheffel, etc. LATIN—Cicero's Orations, Virgil's Æneid, Gildersleeve's Latin Grammar, Exercises. MATHEMATICS—Crittenden's Commercial Arithmetic, Todhunter's Algebra, Bartol's Solid Geometry, Peck's Determinants. SURVEYING, with use of instruments. PSYCHOLOGY—Steele's Rudimentary Psychology. SCIENCE—Remsen's Elementary Chemistry and Laboratory Manual. POLITICAL ECONOMY—Walker's Elementary Course. GOVERNMENTAL SCIENCE AND BUSINESS USAGES—Young's Government Class Book. REVIEW of subjects in other forms, in which the student is deficient or desires to attain special proficiency.

It should be stated that the text-books named in the above are subject to change should the teachers in charge find better ones before the opening of the session. They are given only to indicate more clearly the character of the work required in each form. This same discretion lodged with teachers to choose the best tools for their work, naturally leads to some divergence in text-books at the two Academies, although the courses are the same in the subjects taught and in the time devoted to each.

Considered more in detail and by subjects, the course is:

ORTHOGRAPHY.

There are five classes in Orthography. Each class recites five times a week. The course is begun with the simplest words in the language. Careful attention is given to pronunciation and to definition. In the third year the more difficult words are studied, and in the fourth and fifth, a careful study of words derived from Latin, Greek and Anglo-Saxon completes the course.

Text-Books: First and Second Years—Gilbert's "School Studies in Words."

Third Year—Gilbert's "Graded Test Speller."

Fourth and Fifth Years—Swinton's "Word Analysis," and Webster's or Worcester's Academic Dictionary.

READING AND GEOGRAPHY.

Reading and Geography are completed in one year.

Text-Books: Reading—McGuffey's Fourth and Fifth Readers and Selected Classics.

Geography—Maury's Manual.

PENMANSHIP.

Lessons in Penmanship are given by an instructor. The principles are studied and every student is required to copy daily from assigned exercises. As an encouragement to diligence, the students are given the privilege of exemption from practice as soon as they acquire a fixed legible style, satisfactory to the instructor.

ENGLISH.

Randolph-Macon College was the pioneer of the advanced study of English in the South. The same rigid work in preparatory studies formerly done at the college is required at the Academies. There are four classes. Each recites five times a week.

First Year.—Students are started in the Parts of Speech, and, during the entire year, are taught "old-fashioned" parsing. They are required to write weekly exercises and to read several English Classics as parallel, such as Robinson Crusoe (DeFoe) and "Legend of Sleepy Hollow" (Irving).

Text-Book: Abbott's "Parts of Speech."

Second Year.—Having completed satisfactorily the work of the first year, students take up the study of Analysis. Constant practice in diagramming is required, and the leading principles of Syntax are mastered. Letter writing and work in original composition receive careful attention, and each student has to write at least one exercise a week. These exercises are corrected, returned, and discussed before the class. Parallel reading will be such as "Roger de Coverley" (Addison), Franklin's Autobiography, "Lady of the Lake" (Scott), and "The House of Seven Gables" (Hawthorne).

Text-Books: Reed & Kellogg's "Higher Lessons in English."

Third Year.—Students continue the study of Analysis, taking up the more difficult constructions. Careful attention is given to the study of the Participle, of the Infinitive, and of Elliptical Constructions. Selections from the prose of Addison, Macaulay, Scott, and Dickens and from the poetry of Longfellow, Byron, Keats, and Shelley are assigned for written analysis.

Rhetoric is begun and the principles studied are applied in frequent written exercises. Parallel reading will be such as "Sketch Book"

(Irving), "Ivanhoe" (Scott), "David Copperfield" (Dickens), and "Rasselas" (Johnson).

Text-Book: Genung's Outlines of Rhetoric.

Fourth Year.—Students complete the work of analysis, analyzing extracts from Shakespeare and other dialogues. Rhetoric is continued, and Shakespeare's plays and English Literature are taken up. Each student is required to write an essay of five pages each month of the first term. The second term is devoted to practical work in Composition, and careful attention is given to the development of style. The parallel reading will be such as "Childe Harold" (Byron), "In Memoriam" (Tennyson), "Virginians" (Thackeray), "Adam Bede" (Eliot), and "Gulliver's Travels" (Swift).

Text-Books: Genung's Rhetoric, Genung's Rhetorical Analysis, Meiklejohn's Literature, Strang's English Exercises.

LATIN.

This is regarded as a foundation study for mental discipline and is most carefully taught. In the lower classes there is constant drill in forms, and frequent written exercises are prescribed. As the students advance, they are drilled in Syntax and in analysis of texts read. There are four classes. Each recites five times a week.

First Year.—Thorough study of Forms, and Reading.

Text-Books: Bingham's Grammar to Syntax. Reader.

Second Year.—Review of Forms, Syntax to Subordinate Sentences, Reading, and Exercises.

Text-Books: Bingham's Grammar; Cæsar.

Third Year.—Review of previous work, Syntax completed, reading and exercises.

Text-Books: Bingham's Grammar, Daniell's Exercise Book, Cæsar's Gallic War, and Cirero's Orations.

Fourth Year.—Syntax reviewed, reading and exercises.

Text-Books: Gildersleeve's Grammar, Gildersleeve's Exercise Book, Cicero's Orations (completed), Virgil's Æneid, White's English-Latin Dictionary.

GREEK.

Greek is taught but one year. Thorough drill is given in forms. The principles of accent and of contraction, and a general course in Syntax are carefully taught. About one hundred and fifty pages of

Greek, and English translations of the Iliad and the Odyssey are read. An essay of eight pages on the Iliad is required.

Text-Books: Harkness' First Greek Book; Fables; Calvert's Readings in New Testament.

GERMAN.

There are two classes in German. Each class meets five times a week.

First Year.—The forms are mastered and the elements of Syntax are studied and applied in semi-weekly exercises. Reading is begun after the twentieth lesson in the Grammar.

Text-Books: Whitney's Grammar; Whitney's Reader; German History; "Life Among Germans."

Second Year.—Syntax is studied in detail, and exercises are written twice a week. Reading is continued. In the second term special attention is given to the history and to the etymology of the language.

Text-Books: Whitney's Grammar; Goethe's "Hermann und Dorothea;" Schiller's "Jungfrau Von Orleans;" Heyse's "Die Einsamen," and "Anfang und Ende," Goethe's "Faust."

FRENCH.

There are two classes in French. Each class meets five times a week.

First Year.—Forms are mastered and Syntax is studied to the Pronoun. Special attention is given to pronunciation and to translation by ear. Exercises are written twice a week, and selections from various authors are read.

Text-Books: Otto's French Grammar; Joynes-Otto's French Reader.

Second Year.—Grammar is completed. Exercises twice a week. Four plays in prose (selected from the writings of Scribe, Girardin, Labiche, and Martin), "Athalie" (Racine), "Le Cid" (Corneille), and "Le Misanthrope" (Moliere), are read. In the second term, outlines of the history and of the literature of the language are given. Special attention is given to reading and writing French at sight and to translating by ear.

Text-Books: Otto's Grammar, Bocher's "Series of Plays" No. 1; Joynes' "Select Classic Plays."

MATHEMATICS.

This is a foundation study peculiarly suited to develop the reasoning faculties, and most careful attention is given to this subject in all the branches taught. The most thorough work is required in each lower class, as the condition of entrance into a higher. Original work is required both in class and in examinations. There are five classes. Each recites five times a week.

First Year.—Wells' Arithmetic.

Second Year.—Wells' Arithmetic (completed).

Third Year.—Wentworth's Higher Algebra.

Fourth Year.—Wells' Plane Geometry, Wentworth's Higher Algebra.

Fifth Year.—Wentworth's Algebra (completing Series, Permutations, Combinations, Probability, and Solution of Higher Equations), Peck's Determinants, Wells' Solid Geometry, Wentworth's Trigonometry, Surveying (Lectures), Crittenden's Commercial Arithmetic (special).

SCIENCE.

To develop habits of observation, a liberal course in Science is given; and, as far as possible, laboratory work is required in the more advanced classes. There are five classes. Each recites five times a week.

First Year.—Easy lessons in Physics, Geology, Botany, Natural History, and Physiology are given.

Text-Books.—First year: Bert's First Lessons in Science. Second year: first term, Maury's Physical Geography; second term, Martin's Physiology (briefer course). Third year: first and second terms, Carhart and Chute's Physics. Fourth year: first term, Remsen's Chemistry; second term, Remsen's Chemieal Analysis, Laboratory work. Fifth year: first term, Young's Government Class Book; second term, Walker's Elementary Political Economy.

HISTORY.

There are four classes in History. Each recites five times a week. In the more advanced classes, special attention is given to the philosophy of history, and effort is made to develop in students the habit of seeking the causes of events in one age in the events of preceding ages.

Text-Books—First year: first term, Eggleston's History of the United States; second term, Magill's History of Virginia. Second year: first term, Montgomery's

History of England; second term, Church's Bible History. Third year: first term, Myers' Eastern Nations and Greece; second term, Allen's History of Rome. Fourth year: first and second terms, Smith's Bible History.

ELOCUTION.

There are two classes in Elocution. Each will meet twice a week. The work will consist in Vocal Culture, Practice in Orthoepy, in Declamation, and in Gesture.

PHYSICAL CULTURE.

Every student, unless prohibited by the resident physician, must take the course of physical culture, under the director, in the gymnasium as long as he remains in school. These exercises are deemed necessary for his development, and hence are provided. The gymnasiums are fully equipped with all necessary apparatus, and competent instructors direct the exercises. Outdoor sports are encouraged as sports, not as spectacles, and are under the supervision of the directors of the gymnasiums.

FINANCIAL.

It will naturally be expected that such unusual advantages will be very costly. Owing, however, to the fact that the buildings have been largely free contributions, that there are no rents, taxes or dividends to be paid, they are offered at about the usual prices of boarding schools in Virginia.

EXPENSES.

For matriculation, board, tuition, light and fuel, for half-session	$103 75
For use of gymnasium	2 50
For medical attention	2 50
For washing, half session	6 25
Total expense for half session	$115 00

Drawing and Music at Professor's prices.

☞ Students for the ministry of any evangelical church, and sons of ministers of conferences contributing to the funds of Randolph-Macon, pay $77.50 per half-session. All fees payable in advance.

The proportionate part of board paid will be refunded when students leave through necessity, or at our instance.

Should a student leave without good cause, the Academy reserves the right to refuse any reimbursement of fees.

Our aim is not to make money, but to establish a great school, and to do the greatest possible good to the largest possible number. We hope to see many benevolences in the form of free scholarships, free libraries, and endowed aids of all sorts gather around the Academy to multiply its advantages and place them within the reach of all. We shall be glad to become the dispenser of the benefactions of such friends of education as appreciate our enterprise.

Books and Stationery will be furnished at the Academy at publishers' prices. For these it is well to make a deposit of $10 upon entrance. This is held subject to the student's order. To reduce this expense as much as possible, the student should bring with him all the books he may have, which are likely to be of use.

Clothing, Etc.—Ordinary school clothing should be warm, strong

and inexpensive. Gymnastic suits for exercise will be bought for students at wholesale cost by the director of the Physical Culture Department. *No clothing will be received for the weekly wash which is not plainly marked with the owner's name.*

☞Each student occupies a bed to himself, and should bring with him two pairs of sheets, blankets and bedspread of suitable size for a single bed; also one pair of pillowslips, towels and a clothes-bag.

These articles can be purchased after arrival at the Academy if desired.

The Principals will take pleasure in answering questions not fully met by the foregoing statements.

CALENDAR, &c.

For dates of opening and closing, and other special information, address the Principal of the Academy selected.

CONCLUSION.

THE RANDOLPH-MACON SYSTEM.

The foregoing pages have presented the System as it is to-day. It admits of enlargement and expansion and, we trust, will continue to grow in power and in usefulness to the country. Correspondence on business of the System as a whole should be addressed to President Wm. W. Smith, A. M., LL. D., Lynchburg, Va.

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